BOWDOIN COLLEGE

1976-1977

BOWDOIN COLLEGE BULLETIN

September 1976

BOWDOIN COLLEGE

CATALOGUE FOR 1976-1977

BOWDOIN COLLEGE BULLETIN

BRUNSWICK, MAINE

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Bowdoin College does not discriminate on the basis of sex in the educational programs or activities which it operates that are applicable under Title IX or in its employment practices.

"No test with respect to race, color, creed, national origin, or sex shall be imposed in the choice of Trustees, Overseers, officers, members of the Faculty, any other employees, or in the admission of students...."

—By-Laws of Bowdoin College

The information in this catalogue was accurate at the time of original publication. The College reserves the right, however, to make changes in its course offerings, degree requirements, regulations and procedures, and charges as educational and financial considerations require.

BOWDOIN COLLEGE BULLETIN

Brunswick, Maine *September 1976* *Number 402*

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College Calendar

1976 175th Academic Year

September 5, Sunday. Rooms ready for occupancy.

September 6, Monday. Welcome for freshmen.

September 7-11, Tuesday-Saturday. Freshman orientation.

September 9, Thursday. Fall semester begins at 8:00 A.M. All students required to be in residence. Registration.

September 10, Friday. Opening of College Convocation.

September 13, Monday. First classes of the fall semester.

October 11, Monday. Freshman review.

October 16, Saturday. Alumni Day.

October 20, Wednesday. Fall vacation begins at the end of morning classes.

October 25, Monday. Fall vacation ends, 8:00 A.M.

October 29, Friday. James Bowdoin Day.

October 30, Saturday. Parents' Day.

November 1, Monday. Midsemester review of classes.

November 24, Wednesday. Thanksgiving vacation begins at the end of morning classes.

November 29, Monday. Thanksgiving vacation ends, 8:00 A.M.

November 29, Monday. Last day for filing applications for scholarship aid during the spring semester.

December 13-15, Monday-Wednesday. Reading period (at the option of each instructor).

December 16-22, Thursday-Wednesday. Fall semester examinations.

1977

January 19, Wednesday. First classes of the spring semester, 8:00 A.M.

January 21, Friday. Winter meetings of the Governing Boards.

February 11-12, Friday-Saturday. Winter Houseparties.

March 14, Monday. Midsemester review of classes.

March 25, Friday. Spring vacation begins at the end of morning classes.

April 11, Monday. Spring vacation ends, 8:00 A.M.

April 11, Monday. Last day for filing applications for scholarship aid for the 1977-1978 academic year.

May 6, Friday. Last day for filing applications for graduate scholarships.

May 7, Saturday. Ivy Day.

May 9-12, Monday-Thursday. Reading period (at the option of each instructor).

May 13-19, Friday-Thursday. Spring semester examinations.

May 26, Thursday. Stated meetings of the Governing Boards.

May 28, Saturday. The 172nd Commencement Exercises.

176th Academic Year

September 4, Sunday. Rooms ready for occupancy.

September 6-10, Tuesday-Saturday. Freshman orientation.

September 8, Thursday. Fall semester begins at 8:00 A.M. All students required to be in residence. Registration.

September 12, Monday. First classes.

October 19, Wednesday. Fall vacation begins at the end of morning classes.

October 24, Monday. Fall vacation ends, 8:00 A.M.

November 23, Wednesday. Thanksgiving vacation begins at the end of morning classes.

November 28, Monday. Thanksgiving vacation ends, 8:00 A.M.

December 12-14, Monday-Wednesday. Reading period (at the option of each instructor).

December 15-21, Thursday-Wednesday. Fall semester examinations.

1978

January 18, Wednesday. First classes of the spring semester, 8:00 A.M.

March 24, Friday. Spring vacation begins at the end of morning classes.

April 10, Monday. Spring vacation ends, 8:00 A.M.

May 8-11, Monday-Thursday. Reading period (at the option of each instructor).

May 12-18, Friday-Thursday. Spring semester examinations.

May 27, Saturday. The 173rd Commencement Exercises.

1976

SEPTEMBER

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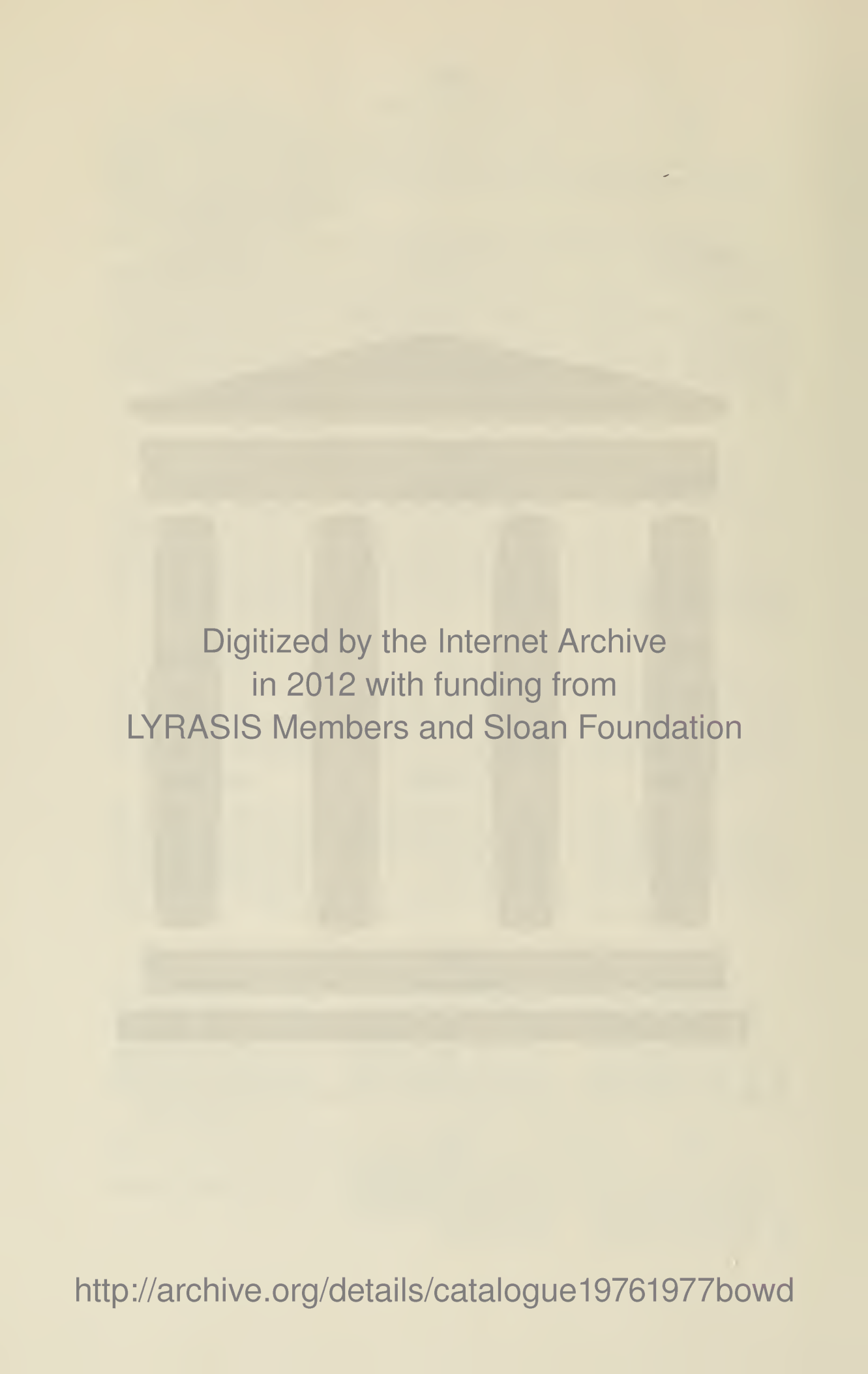
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http://archive.org/details/catalogue19761977bowd

The Purpose of the College

Bowdoin College believes strongly that there is an intrinsic value in a liberal arts education, for the individual student, for the College as an institution, and for society as a whole. Historically, the arrangement of courses and instruction that combine to produce liberal arts education has changed and doubtless it will continue to change, but certain fundamental and underlying goals remain constant.

It is difficult to define these goals without merely repeating old verities, but certain points are critical. The thrust of a liberal arts education is not the acquisition of a narrow, technical expertise; it is not a process of coating young people with a thin veneer of "civilization." That is not to say that liberal arts education in any way devalues specific knowledge or the acquisition of fundamental skills. On the contrary, an important aspect of sound liberal arts education is the development of the power to read with critical perception, to think coherently, to write effectively, to speak with force and clarity, and to act as a constructive member of society. But liberal arts education seeks to move beyond the acquisition of specific knowledge and skills toward the acquisition of an understanding of man, nature, and the interaction of the two and toward the development of a characteristic style of thought which is informed, questioning, and marked by the possession of intellectual courage. When defined in terms of its intended product, the purpose of the College is to train professionally competent people of critical and innovative mind, who can grapple with the technical complexities of our age and whose flexibility and concern for humanity are such that they offer us a hope of surmounting the increasing depersonalization and dehumanization of our world. The College does not seek to transmit a specific set of values; rather, it recognizes a formidable responsibility to teach students what values are and to encourage them to develop their own.

Liberal arts education is, in one sense, general, because it is concerned with many different areas of human behavior and endeavor, many civilizations of the world, many different aspects of the human environment. It seeks to encourage the formation of habits of curiosity, rigorous observation, tolerant understanding and considered judgment, while at the same time fostering the development of varied modes of communicative and artistic expression. This concern for breadth and for the appreciation of varying modes of perception is combined with a commitment to study some particular field of learning in sufficient depth to ensure relative mastery of its content and methods. In short, a liberal arts education aims at fostering the development of modes of learning, analysis, judgment, and expression which are essential both to subsequent professional training and to the on-going process of self-education by which

one refines one's capacity to function autonomously as an intellectual and moral being.

To achieve these goals, the individuals who teach at the College must strive constantly to live up to their commitment in their course offerings; likewise students must have an equal commitment to do so in their course selections. The commitment is a collective one on the part of the entire College community. Each of the academic components of the College is under a heavy obligation to make its field of study accessible in some manner to the entire student body and to satisfy the needs of the non-major as well as those of the specialist.

The College is not and should not be a cloister or monastic retreat from the problems of the world. Rather, the College is a collection of people deeply and passionately involved in their community, their nation, and their world. When liberal arts education is faithful to its mission, it encourages and trains young people who are sensitive to the crucial problems of our time and who have the kind of mind and the kind of inspiration to address them fearlessly and directly. This is its goal and the standard by which it should be judged.

A statement prepared by the Faculty-Student Committee on Curriculum and Educational Policy, 1976.

Historical Sketch

Bowdoin College was established by charter from the General Court of Massachusetts on June 24, 1794, after repeated petitions to the state by citizens who wanted to provide educational opportunity in the District of Maine, then a rapidly growing frontier. Practical establishment of the College was more difficult, however, than the securing of a charter. The lands granted the College by the General Court were not readily convertible into cash. Gifts for its operation were slow in coming—except for one handsome donation by James Bowdoin III, son of the late governor of Massachusetts, whom the College honors in its name. Brunswick was selected as a proper site in 1796, but the erection of a building to house the College was not accomplished until 1802. On September 2 of that year, the Reverend Joseph McKeen was installed as the first president of the College. On the next day the College began its active educational life with eight students and one faculty member, in addition to its president.

The story of Bowdoin in its early years is an index to its entire history. Its first president was a man of religion and of science. Its first benefactor was distinguished as a diplomat, as a statesman, and as a gentleman of broad culture; and the inheritance of his extensive library and his fine collection of art established at the College a lasting conviction of the wisdom of strength in these areas of institutional resources. Its original Board was composed of strongly religious men, individually devoted to the Congregational Church as thoroughly as they were to the democratic ideals of a new nation.

The curriculum during the early years was rigidly prescribed and strong in the classics. In the field of science, mathematics was soon joined by the study of chemistry and mineralogy. Though small in size, the College had some of the greatest teachers it has known, and among the early graduates were several marked for future fame: for instance, Nathan Lord (1809), for thirty-five years president of Dartmouth; Seba Smith (1818), early humorist; Jacob Abbott (1820), prolific author of the "Rollo" books; William Pitt Fessenden (1823), for a short time President Lincoln's secretary of the treasury; Franklin Pierce (1824), fourteenth president of the United States; and Nathaniel Hawthorne and Henry Wadsworth Longfellow, both of the Class of 1825.

In 1820 the College established a medical school, which in the 101 years of its existence produced many well-trained doctors who practiced in Maine and, to a lesser extent, elsewhere. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the school.

Bowdoin was established more on faith than endowment, and its finances suffered severely in the aftermath of the panic of 1837. However, its growth

was slow and steady. Social fraternities appeared on the campus in the 1840s, followed by organized athletics in the late 1850s. *The Bowdoin Orient,* which claims to be the oldest continuously published college weekly in the country, appeared first in 1871. As the controversy over slavery worked towards a climax, the home of Professor Smyth was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin.* During the Civil War the College sent into the service a greater number of men in proportion to its size than any other college in the North.

The twenty years following the Civil War were the most critical in the history of the College. After President Harris's short term of four years (1867-1871), Joshua Lawrence Chamberlain, Maine's most distinguished war hero and governor of the state for four terms following his return to civilian life, was elected president. During these two administrations the curriculum was modernized somewhat, but the establishment of an engineering school in 1871 was unsuccessful, since it survived for only ten years. Its most famous graduate was Admiral Robert E. Peary (1877), the first to reach the North Pole.

President Chamberlain, for all his great services to college, state, and nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the faculty and Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1833 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

The inauguration in 1885, after a two-year interregnum, of the Reverend William DeWitt Hyde marks the real beginning of another era. He brought to his task of rejuvenating the institution a boundless physical capacity that was matched by his awareness of a modern and changing world and by scholarly ability that made his national reputation an ornament to Bowdoin. He built the College figuratively and literally, introducing new subjects into the curriculum and enlarging the physical facilities on the campus by over a hundred percent. Under him, enrollment increased from 119 in 1885 to 400 in 1915 and the endowment rose from $378,273 to $2,312,868. He emphasized teaching as the responsibility of the College and learning as the responsibility of the students. His vigor impregnated the whole life and spirit of the College. It was under President Hyde that Bowdoin's philosophy of its students and of its faculty members as responsible, independent individuals became fixed.

Kenneth C. M. Sills succeeded President Hyde after the latter's death in 1917. He was a natural successor (though not a slavish disciple) of President Hyde. He carried forward his predecessor's program, seeing the College successfully through the upheavals concomitant to two wars. Under him, Bowdoin gradually emerged from being a "country college" to a new and in-

creasingly respected status as a country-wide college. Physical facilities were improved and increased. The faculty grew from thirty-two to eighty-one; enrollment, from 400 to double that figure; and endowment, from $2,473,451 to $12,312,274. Student activities were expanded, and the fraternity system was developed into a cooperative and democratic component of student life.

President Sills was succeeded by James Stacy Coles in the fall of 1952. During his fifteen-year tenure, Bowdoin met the rapidly changing demands of society and students by introducing curricular innovations, expanding the size of its faculty, and improving its facilities at a faster pace than during any comparable period in its history. It was during these years that Bowdoin thoroughly revised its curriculum, extended honors work to all gifted students, introduced independent study courses, initiated an undergraduate research fellowship program, and started its pioneering Senior Year Program. To accomplish these academic improvements, the College expanded the size of its faculty by over a third, to 109, and raised salaries to a level which has enabled it to continue attracting and retaining outstanding teachers. The value of the College's plant showed a similar dramatic increase. Dayton Arena, Morrell Gymnasium, Senior Center, Coleman Hall, Gibson Hall, and Hawthorne-Longfellow Library were constructed. At the same time, Pickard Theater was constructed in Memorial Hall; Massachusetts Hall, Hubbard Hall, and three dormitories were renovated; and the Moulton Union and Dudley Coe Infirmary were enlarged.

President Coles resigned at the end of 1967 and a year later, on January 1, 1969, Roger Howell, Jr., a member of Bowdoin's Class of 1958, Rhodes scholar, and chairman of the Department of History, became the tenth president of the College. Only thirty-two at the time of his election, Dr. Howell had already achieved international eminence as a scholar of British history.

Under his leadership, Bowdoin has expanded its curriculum to include Afro-American studies, a major in biochemistry, and courses concerned with our environment. In 1970 it admitted women undergraduates for the first time in 168 years and since then has expanded its enrollment from 950 to 1,300. It has developed a computing center that ranks among the most sophisticated to be found on a liberal arts college campus, and it has given students a voice in the governance of the College through representation on more than a dozen faculty committees and through participation in meetings of the Governing Boards.

In the fall of 1972 the College announced a ten-year, $37,775,000 fund-raising campaign to commemorate the 175th anniversary of its opening. Entitled "The Purpose Is People," the campaign achieved its three-year objective of $14.5 million. Most of the funds are being used to further augment the student aid program, improve faculty salaries, and support the library. Gifts made through the campaign also went toward the construction of the Visual Arts Building.

Officers of Government

PRESIDENT OF THE COLLEGE

Roger Howell, Jr.

TREASURER OF THE COLLEGE

Alden Hart Sawyer

THE PRESIDENT AND TRUSTEES

Roger Howell, Jr., A.B. (Bowdoin), B.A., M.A., D.Phil. (Oxford), LL.D. (Nasson, Colby), L.H.D. (Maine). President, ex officio. Elected 1969. Current term expires 1978.

William Curtis Pierce, A.B. (Bowdoin), LL.B. (Harvard), LL.D. (Bowdoin). Vice President. Elected Overseer, 1962; elected Trustee, 1967. Term expires 1981.

Leonard Wolsey Cronkhite, Jr., A.B. (Bowdoin), M.D. (Harvard), LL.D. (Northeastern). Elected Overseer, 1969; elected Trustee, 1970. Term expires 1994.

David Watson Daly Dickson, A.B. (Bowdoin), A.M., Ph.D. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1975. First term expires 1983.

William Plummer Drake, A.M. (Bowdoin). Elected Overseer, 1955; elected Trustee, 1970. Term expires 1988.

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington). Elected Overseer, 1962; elected Trustee, 1974. First term expires 1982.

Roscoe Cunningham Ingalls, Jr., B.S. (Bowdoin). Elected Overseer, 1968; elected Trustee, 1973. First term expires January 1981.

William Butler Mills, A.B. (Bowdoin), LL.B. (George Washington), A.M. (Syracuse), LL.D. (Bowdoin). Elected Overseer, 1965; elected Trustee, 1975. Term expires 1982.

***Frederick Powers Perkins.**

Jotham Donnell Pierce, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1963; elected Trustee, 1976. First term expires 1984.

* Died November 4, 1975.

Alden Hart Sawyer, B.S. (Bowdoin). Treasurer, ex officio. Elected Overseer, 1954; elected Treasurer, 1967. Current term expires 1978.

Benjamin Robert Shute, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1953; elected Trustee, 1959. Term expires 1986.

Winthrop Brooks Walker, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1966; elected Trustee, 1970. Term expires 1990.

Vincent Bogan Welch, A.B. (Bowdoin), J.D. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1972. Term expires 1993.

John Lincoln Baxter, A.B., A.M., LL.D. (Bowdoin). Trustee Emeritus. Elected Overseer, 1941; elected Trustee, 1954; elected emeritus, 1972.

Sanford Burnham Cousins, A.B., LL.D. (Bowdoin). Trustee Emeritus. Elected Overseer, 1950; elected Trustee, 1959; elected emeritus, 1974.

Leland Matthew Goodrich, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Sc.D. (Bowdoin), LL.D. (Columbia). Trustee Emeritus. Elected Overseer, 1961; elected Trustee, 1966; elected emeritus, 1975.

Alfred Shirley Gray, A.B. (Bowdoin), B.B.A. (Boston). Trustee Emeritus. Elected Overseer, 1954; elected Trustee, 1961; elected emeritus, 1972.

George Basil Knox, B.S. (Bowdoin), M.B.A. (Harvard), LL.D. (Bowdoin). Trustee Emeritus. Elected Overseer, 1961; elected Trustee, 1972; elected emeritus, 1975.

Earle Spaulding Thompson, A.B., A.M. (Bowdoin), LL.D. (West Virginia, Marietta, Bowdoin). Trustee Emeritus. Elected Overseer, 1937; elected Trustee, 1947; elected emeritus, 1970.

Philip Sawyer Wilder, B.S. (Bowdoin), Ed.M. (Harvard). Secretary. Elected Overseer, 1971.

THE BOARD OF OVERSEERS

Everett Parker Pope, B.S., A.M. (Bowdoin). President. Elected Overseer, 1961. Term expires 1978.

Richard Arthur Wiley, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard). Vice President. Elected Overseer, 1966. Term expires 1982.

Neal Woodside Allen, Jr., A.B. (Bowdoin), A.M., Ph.D. (Harvard). Elected Overseer, 1972. First term expires 1978.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970. Term expires 1984.

Charles Manson Barbour, A.B. (Bowdoin), M.D., C.M. (McGill). Elected Overseer, 1960. Term expires 1977.

Richard Kenneth Barksdale, A.B. (Bowdoin), A.M. (Syracuse), A.M., Ph.D. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1974. First term expires 1980.

Robert Ness Bass, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964. Term expires 1980.

Rosalyne Spindel Bernstein, A.B. (Radcliffe). Elected Overseer, 1973. First term expires 1979.

Matthew Davidson Branche, A.B. (Bowdoin), M.D. (Boston). Elected Overseer, 1970. Term expires 1985.

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard). Elected Overseer, 1974. First term expires 1980.

William Smith Burton, B.S. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1971. Term expires 1986.

John Everett Cartland, Jr., A.B. (Bowdoin), M.D. (Columbia). Elected Overseer, 1976. First term expires 1982.

Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973. First term expires 1979.

Lawrence Dana, A.B. (Bowdoin), LL.B. (Virginia). Elected Overseer, 1976. First term expires 1982.

Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970. Term expires 1985.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974. First term expires 1980.

James Mark Fawcett III, A.B. (Bowdoin). Elected Overseer, 1969. Term expires 1984.

Honorable Joseph Lyman Fisher, B.S. (Bowdoin), A.M., Ph.D. (Harvard), Sc.D. (Bowdoin), LL.D. (Allegheny), L.H.D. (Starr King School of Ministry). Elected Overseer, 1970. Term expires 1985.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976. First term expires 1982.

Paul Edward Gardent, Jr., B.S. (Bowdoin). Elected Overseer, 1975. First term expires 1981.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973. First term expires 1979.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975. First term expires 1981.

Nathan Ira Greene, A.B. (Bowdoin). Elected Overseer, 1964. Term expires 1980.

***William Henry Gulliver, Jr.**

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M. (Yale). Elected Overseer, 1969. Term expires 1983.

Caroline Lee Herter. A.B. (Smith). Elected Overseer, 1976. First term expires 1982.

Roger Howell, Jr., A.B. (Bowdoin), B.A., M.A., D.Phil. (Oxford), LL.D. (Nasson, Colby), L.H.D. (Maine). President of the College, ex officio.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970. Term expires 1984.

Dennis James Hutchinson, A.B. (Bowdoin), B.A. (Oxford), LL.M. (University of Texas, Austin). Elected Overseer, 1975. First term expires 1981.

William Dunning Ireland, Jr., A.B. (Bowdoin). Elected Overseer, 1971. Term expires 1986.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970. Term expires 1986.

Albert Frederick Lilley, A.B. (Bowdoin), LL.B. (Virginia). Elected Overseer, 1976. First term expires 1982.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine). Elected Overseer, 1972. First term expires 1978.

Malcolm Elmer Morrell, Jr., A.B. (Bowdoin), LL.B. (Boston). Elected Overseer, 1974. First term expires 1980.

Robert Warren Morse, B.S. (Bowdoin), Sc.M., Ph.D. (Brown), Sc.D. (Bowdoin). Elected Overseer, 1971. Term expires 1986.

John Thorne Perkin, A.B. (Bowdoin). Elected Overseer, 1973. First term expires 1979.

* Died March 20, 1976.

Robert Chamberlain Porter, A.B. (Bowdoin), LL.B. (Pennsylvania). Elected Overseer, 1975. First term expires 1981.

Jean Sampson, A.B. (Smith). Elected Overseer, 1976. First term expires 1982.

Alden Hart Sawyer, Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976. First term expires 1982.

Carolyn Walch Slayman, A.B. (Swarthmore), Ph.D. (Rockefeller). Elected Overseer, 1976. First term expires 1982.

Robert Nelson Smith, Lieutenant General, U.S.A.F., B.S. (Bowdoin), LL.D. (Kyung Hee University, Korea). Elected Overseer, 1965. Term expires 1982.

Marshall Swan, A.B. (Bowdoin), LL.B., J.D. (Boston). Elected Overseer, 1965. Term expires 1981.

Frederick Gordon Potter Thorne, A.B. (Bowdoin). Elected Overseer, 1972. First term expires 1978.

Lewis Vassor Vafiades, A.B. (Bowdoin), LL.B. (Boston). Elected Overseer, 1973. First term expires 1979.

Honorable Donald Wedgwood Webber, A.B. (Bowdoin), LL.B. (Harvard), L.H.D. (Bates, Defiance), LL.D. (Bowdoin, Maine). Elected Overseer, 1962. Term expires 1979.

Philip Sawyer Wilder, B.S. (Bowdoin), Ed.M. (Harvard). Secretary of the President and Trustees, ex officio.

Charles William Allen, A.B. (Bowdoin), J.D. (Michigan). Overseer Emeritus. Elected Overseer, 1967; elected emeritus, 1976.

***Neal Woodside Allen.**

Louis Bernstein, A.B., LL.D. (Bowdoin). Overseer Emeritus. Elected Overseer, 1958; elected emeritus, 1973.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Overseer Emeritus. Elected Overseer, 1960; elected emeritus, 1976.

Gilbert Molleson Elliott, Jr., B.S. (Bowdoin). Overseer Emeritus. Elected Overseer, 1957; elected emeritus, 1975.

Frank Caradoc Evans, A.B., A.M., LL.D. (Bowdoin). Overseer Emeritus. Elected Overseer, 1953; elected emeritus, 1974.

* Died June 25, 1976.

Roy Anderson Foulke, B.S., A.M., LL.D. (Bowdoin). Overseer Emeritus. Elected Overseer, 1948; elected emeritus, 1973.

Honorable Robert Hale, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M. (Maine), LL.D. (Bowdoin). Overseer Emeritus. Elected Overseer, 1931; elected emeritus, 1973.

Honorable Horace Augustine Hildreth, A.B. (Bowdoin), LL.B. (Harvard), Ed.D. (Suffolk, Boston, Temple), D.C.L. (Peshawar University, Pakistan), LL.D. (Maine, Bowdoin). Overseer Emeritus. Elected Overseer, 1953; elected emeritus, 1974.

Edward Humphrey, B.S. (Bowdoin). Overseer Emeritus. Elected Overseer, 1956; elected emeritus, 1970.

Austin Harbutt MacCormick, A.B. (Bowdoin), A.M. (Columbia), Sc.D. (Bowdoin), LL.D. (St. Lawrence). Overseer Emeritus. Elected Overseer, 1933; elected emeritus, 1973.

Reverend Joseph Cony MacDonald, A.B. (Bowdoin), D.D. (Union Seminary). Overseer Emeritus. Elected Overseer, 1950; elected emeritus, 1970.

William Howard Niblock, B.S. (Bowdoin), A.M., Ed.M. (Harvard), L.H.D. (Nasson, Bowdoin). Overseer Emeritus. Elected Overseer, 1958; elected emeritus, 1975.

Arthur Knowlton Orne, A.B. (Bowdoin). Overseer Emeritus. Elected Overseer, 1965; elected emeritus, 1975.

Karl Russell Philbrick, A.B. (Bowdoin), M.B.A. (Harvard). Overseer Emeritus. Elected Overseer, 1964; elected emeritus, 1971.

***Sumner Tucker Pike.**

Ezra Pike Rounds, A.B. (Bowdoin). Overseer Emeritus. Elected Overseer, 1952; elected emeritus, 1974.

Paul Sibley, B.S. (Bowdoin). Overseer Emeritus. Elected Overseer, 1960; elected emeritus, 1976.

Thomas Prince Riley, A.B. (Bowdoin). Secretary. Elected Secretary, 1955.

COMMITTEES OF THE BOARDS

Joint Standing Committees

Arts: Messrs. W. C. Pierce, Ingalls, Shute, Burton, Fawcett, Green; Mrs. Herter; Messrs. Kresch, Perkin, and Wiley; Professor Howland and Mr. Mooz; two undergraduates.

* Died February 20, 1976.

Athletics: Messrs. Thorne, Sawyer, Shute; Mrs. Bernstein; Messrs. Green and Greene; Professors Ambrose and Butcher; David Masters Garratt '77 and William Holmes '77; alternate: Conrad Robert Pensavalle, Jr. '77.

Development: Messrs. Drake, Ingalls, Welch, Dana, Emerson, Hupper, Ireland, Morrell, and Perkin; Professor Johnson; Kenneth Alfred Clarke '78; alternate: David Masters Garratt '77.

Educational Program: Messrs. Dickson, Henry, J. D. Pierce, Allen, Downes, Hayes, Hutchinson; Mrs. Sampson; Mr. Webber; Professors Riley and Whiteside; Edward Eric Butler, Jr. '79 and Cynthia Ann McFadden '78; alternate: Jeffrey Steven Zimman '78.

Executive: The President; the Vice President of the Trustees; Mr. Henry; the President of the Board of Overseers, ex officio; Messrs. Gibbons and Webber; one teaching faculty member; one undergraduate.

Honors: The President of the Board of Overseers, ex officio; Messrs. Mills, Cronkhite, W. C. Pierce, Brountas; Mrs. Herter; Mr. Vafiades; Professor Geoghegan; Robert Arthur Bachelder '78; alternate: Jeffrey Alan Schreiber '79.

Investments: Messrs. Walker, Mills, W. C. Pierce, Brountas, Gardent, Pope, and Porter; Professor Morgan; Reginald Victor Williams III '78; alternate: Shaun Katherine Butler '76.

Library: Messrs. Barbour, Henry, J. D. Pierce, Barksdale; Mrs. Slayman; Mr. Swan; Professor Chapko; Nicholas Michael Gess '77.

Physical Plant: Messrs. Sawyer, Walker, Arnold, Bass, Cartland, French, Lilley, and Morrell; Professor Hussey and Mr. Monke; Shaun Katherine Butler '76 and Denise Rita Corten '77.

Policy: Messrs. Cronkhite, Drake, Welch, Bass; Mrs. Bernstein; Messrs. Hupper, Magee, Thorne, and Wiley; two teaching faculty members; two undergraduates; the Alumni Council President or his designate.

Special Committees

Advisory Committee on Educational Television: Messrs. Henry, Gibbons, and Vafiades.

Computing Center: Messrs. Sawyer, Brountas, and Kresch; Professor Rasmussen; one undergraduate.

Nominating Committee of the Board of Overseers: Mr. Bass; Mrs. Bernstein; Messrs. Emerson, Gardent, and Perkin.

Student Environment: Messrs. W. C. Pierce, Dickson, Shute, Branche, Hayes, Hutchinson, Lilley; Mesdames Sampson and Slayman; Mr. Sawyer; the Dean of Students; Professors Cerf and Small; Lisa Chandler Davis '78 and Scott Bullock Perper '78.

FACULTY REPRESENTATIVES

Professor Whiteside (1977), Professor Mayo (1978), and Professor Vail (1979).

STUDENT REPRESENTATIVES

Trustees: Laurence P. Larsen '77 and the chairman of the Board of Selectmen.

Overseers: Keith D. Halloran '77, Jeffrey S. Zimman '78, and the vice chairman of the Board of Selectmen.

ALUMNI COUNCIL REPRESENTATIVES

Committee on Policy: Willard H. Cobb, Jr. '47.

Trustees: Wesley E. Bevins, Jr. '40 and Norman C. Nicholson, Jr. '56.

Overseers: Samuel A. Ladd III '63 and Payson S. Perkins '57.

Officers of Instruction

Roger Howell, Jr., A.B. (Bowdoin), B.A., M.A., D.Phil. (Oxford), LL.D. (Nasson, Colby), L.H.D. (Maine), President of the College and Professor of History. (1964*)

Albert Abrahamson, A.B. (Bowdoin), A.M. (Columbia), Sc.D. (Bowdoin), George Lincoln Skolfield, Jr., Professor of Economics Emeritus. (1928)

Kenneth James Boyer, A.B. (Rochester), B.L.S. (New York State Library School), College Editor Emeritus. (1927)

Herbert Ross Brown, B.S. (Lafayette), A.M. (Harvard), Ph.D. (Columbia), Litt.D. (Lafayette, Bowdoin), L.H.D. (Bucknell), LL.D. (Maine), Professor of English and Edward Little Professor of Rhetoric and Oratory Emeritus. (1925)

Philip Meader Brown, A.B. (Brown), A.M. (Stanford), Ph.D. (Harvard), Professor of Economics Emeritus. (1934)

Alton Herman Gustafson, B.S. (Massachusetts), A.M., Ph.D. (Harvard), Professor of Biology Emeritus. (1946)

Ernst Christian Helmreich, A.B. (Illinois), A.M., Ph.D. (Harvard), Thomas Brackett Reed Professor of History and Political Science Emeritus. (1931)

Cecil Thomas Holmes, A.B. (Bates), A.M., Ph.D. (Harvard), Wing Professor of Mathematics Emeritus. (1925)

†**Orren Chalmer Hormell,** DeAlva Stanwood Alexander Professor of Government and Director of the Bureau for Research in Municipal Government Emeritus.

Myron Alton Jeppesen, B.S. (Idaho), M.S., Ph.D. (Pennsylvania State), Professor of Physics and Josiah Little Professor of Natural Science Emeritus. (1936)

Samuel Edward Kamerling, B.S., M.S. (New York University), Ph.D. (Princeton), Charles Weston Pickard Professor of Chemistry Emeritus. (1934)

Fritz Carl August Koelln, Ph.D. (Hamburg), Professor of German and George Taylor Files Professor of Modern Languages Emeritus. (1929)

* Date of first appointment to the faculty.

† Died December 3, 1975.

Samuel Appleton Ladd, Jr., B.S. (Bowdoin), Director of Career Counseling and Placement Emeritus. (1944)

Donovan Dean Lancaster, A.B. (Bowdoin), Director of the Moulton Union and the Centralized Dining Service Emeritus. (1927)

Eaton Leith, A.B. (Dartmouth), A.M. (Harvard), Professor of Romance Languages Emeritus. (1936)

Noel Charlton Little, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Sc.D. (Bowdoin), Professor of Physics and Josiah Little Professor of Natural Science Emeritus. (1919)

Edith Ellen Lyon, Assistant to the College Editor Emerita. (1922)

Glenn Ronello McIntire, A.B., A.M. (Bowdoin), Assistant Treasurer Emeritus. (1932)

George Hunnewell Quinby, A.B. (Bowdoin), M.F.A. (Yale), Professor of English Emeritus. (1934)

Thomas Auraldo Riley, A.B. (Bowdoin), A.M. (Yale), Ph.D. (Harvard), Professor of German Emeritus. (1939)

Burton Wakeman Taylor, B.S. (Yale), Ph.D. (Columbia), Professor of Sociology Emeritus. (1940)

Albert Rudolph Thayer, A.B. (Bowdoin), A.M. (Emerson), Harrison King McCann Professor of Oral Communication in the Department of English Emeritus. (1924)

***Thomas Curtis Van Cleve,** Thomas Brackett Reed Professor of History and Political Science Emeritus.

Philip Sawyer Wilder, B.S. (Bowdoin), Ed.M. (Harvard), Assistant to the President Emeritus. (1927)

John William Ambrose, Jr., A.B., A.M., Ph.D. (Brown), Professor of Classics. (1966)

William Henry Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Assistant Professor of Mathematics. (1975)

Miriam Wagoner Barndt-Webb, A.A. (Colby Junior College), B.Mus. (Michigan), M.F.A. (Boston), Ph.D. (Illinois), Assistant Professor of Music. (1976)

* Died February 10, 1976.

Philip Conway Beam, A.B., A.M., Ph.D. (Harvard), Henry Johnson Professor of Art and Archaeology and Curator of the Winslow Homer Collection. (On leave of absence in the spring semester.) (1936)

Robert Kingdon Beckwith, B.S. (Lehigh), M.S. (Juilliard), Professor of Music. (1953)

Ray Stuart Bicknell, B.S., M.S. (Springfield), Coach of Basketball and Freshman Soccer and Director of the Intramural Program. (1962)

Gabriel John Brogyanyi, A.B. (Columbia), A.M., Ph.D. (Cornell), Associate Professor of Romance Languages and Director of the Senior Center. (1968)

Franklin Gorham Burroughs, Jr., A.B. (University of the South), A.M., Ph.D. (Harvard), Associate Professor of English. (On leave of absence.) (1968)

Samuel Shipp Butcher, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry. (1964)

Charles Joseph Butt, B.S., M.S. (Springfield), Coach of Soccer and Swimming and Director of the Curtis Pool. (1961)

Helen Louise Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), Assistant Professor of German. (1972)

Elwood Denis Carlson, A.B. (Lewis and Clark), A.M. (University of California, Berkeley), Instructor in Sociology. (1976)

Steven Roy Cerf, A.B. (Queens, CUNY), M.Ph., Ph.D. (Yale), Assistant Professor of German. (1971)

Frank Anthony Chambers, B.S. (St. John's), Instructor in Physics. (1976)

Michael Karl Chapko, B.S. (Carnegie Institute of Technology), A.M. (Hunter), Ph.D. (CUNY), Assistant Professor of Psychology. (1970)

Richard Leigh Chittim, A.B. (Bowdoin), B.A., M.A. (Oxford), Professor of Mathematics. (1942)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Assistant Professor of Chemistry. (1976)

***Dan Edwin Christie,** Wing Professor of Mathematics.

Edmund Lawrence Coombs, B.S. (Bowdoin), Director of Athletics and Coach of Baseball and Freshman Basketball. (1947)

Denis Joseph Corish, B.Ph., A.B., L.Ph. (St. Patrick's College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Assistant Professor of Philosophy. (1973)

* Died July 18, 1975.

Thomas Browne Cornell, A.B. (Amherst), Professor of Art. (On leave of absence in the spring semester.) (1962)

Herbert Randolph Coursen, Jr., A.B. (Amherst), A.M. (Wesleyan), Ph.D. (Connecticut), Professor of English. (1964)

Louis Osborne Coxe, A.B. (Princeton), Pierce Professor of English. (1955)

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (University of California, Los Angeles), Director of the Computing Center and Lecturer in Mathematics. (1965)

Nathan Dane II, A.B. (Bowdoin), A.M., Ph.D. (Illinois), Winkley Professor of the Latin Language and Literature. (On leave of absence in the spring semester.) (1946)

Paul Gifford Darling, A.B. (Yale), A.M. (New York University), Ph.D. (Columbia), Professor of Economics. (1956)

John Chauncey Donovan, A.B. (Bates), A.M., Ph.D. (Harvard), DeAlva Stanwood Alexander Professor of Government. (1965)

Richard Forsythe Dye, A.B. (Kenyon), M.B.A. (Michigan), Assistant Professor of Economics. (1976)

Wendy Westbrook Fairey, A.B. (Bryn Mawr), A.M., Ph.D. (Columbia), Assistant Professor of English. (1976)

John David Fay, A.B., Ph.D. (Harvard), Assistant Professor of Mathematics. (On leave of absence.) (1974)

Albert Myrick Freeman III, A.B. (Cornell), A.M., Ph.D. (University of Washington), Professor of Economics. (On leave of absence.) (1965)

Alfred Herman Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Dean of the Faculty and Professor of Psychology. (1962)

Edward Joseph Geary, A.B. (Maine), A.M., Ph.D. (Columbia), hon. M.A. (Harvard), Longfellow Professor of Romance Languages. (1965)

Gertrude Eleanor Gecewicz, A.B. (Trinity), A.M. (McGill), Ph.D. (Manitoba), Assistant Professor of Romance Languages. (1976).

William Davidson Geoghegan, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion. (1954)

Arthur LeRoy Greason, Jr., A.B. (Wesleyan), A.M., Ph.D. (Harvard), Professor of English. (1952)

Beverly Naomi Greenspan, A.B. (Brown), Ph.D. (Rockefeller), Assistant Professor of Biology. (1975)

Charles Alfred Grobe, Jr., B.S., M.S., Ph.D. (Michigan), Professor of Mathematics. (1964)

Charles Robert Hadlock, B.S. (Providence), A.M., Ph.D. (Illinois), Assistant Professor of Mathematics. (1976)

Lawrence Sargent Hall, A.B. (Bowdoin), A.M., Ph.D. (Yale), Henry Leland Chapman Professor of English Literature. (1946)

Paul Vernon Hazelton, B.S. (Bowdoin), Ed.M. (Harvard), Professor of Education. (1948)

James Lee Hodge, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), Professor of German. (1961)

William Vincent Hogan, A.B. (Southeastern Massachusetts), A.M., Ph.D. (Cornell), Assistant Professor of Economics. (1975)

Eric James Hooglund, A.B. (Maine), A.M., Ph.D. (Johns Hopkins), Assistant Professor of Government. (1976)

John LaFollette Howland, A.B. (Bowdoin), Ph.D. (Harvard), Professor of Biology. (1963)

William Taylor Hughes, B.S., A.M. (Indiana), Ph.D. (Northwestern), Associate Professor of Physics and Astronomy. (1966)

Charles Ellsworth Huntington, A.B., Ph.D. (Yale), Professor of Biology. (1953)

Arthur Mekeel Hussey II, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology. (1961)

Katherine Rothschild Jackson, A.B. (Radcliffe), A.M. (Pennsylvania), Instructor in English. (1972)

Robert Wells Johnson, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. (1964)

John Michael Karl, A.B., A.M., Ph.D (Harvard), Associate Professor of History. (1968)

Barbara Jeanne Kaster, A.B. (Texas Western), M.Ed. (University of Texas, El Paso), Ph.D. (University of Texas, Austin), Harrison King McCann Professor of Oral Communication in the Department of English. (1973)

Kevin Peter Kelly, A.B., A.M. (Michigan State), Ph.D. (Washington), Assistant Professor of History. (1975)

Daniel Robert Kempton, B.S. (Massachusetts Institute of Technology), A.M. (Northwestern), Instructor in English. (1976)

David Israel Kertzer, A.B. (Brown), Ph.D. (Brandeis), Assistant Professor of Anthropology in the Department of Sociology and Anthropology. (1973)

Jane Elizabeth Knox, A.B. (Wheaton), A.M. (Michigan State), Instructor in Russian. (1976)

Elroy Osborne LaCasce, Jr., A.B. (Bowdoin), A.M. (Harvard), Ph.D. (Brown), Professor of Physics. (1947)

John Dexter Langlois, Jr., A.B. (Princeton), A.M. (Harvard), Ph.D. (Princeton), Assistant Professor of History. (1973)

Mortimer Ferris LaPointe, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach of Lacrosse, Freshman Hockey, and Freshman Football. (1969)

Sally Smith LaPointe, Coach of the Women's Athletic Program. (1973)

James Spencer Lentz, A.B. (Gettysburg), A.M. (Columbia), Coach of Football and Freshman Lacrosse. (1968)

Daniel Levine, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science. (1963)

Oscar Lewenstein, Visiting Professor of Theater on the Tallman Foundation (Fall 1976). (1976)

Mike Linkovich, A.B. (Davis and Elkins), Trainer in the Department of Physical Education. (1954)

Burke O'Connor Long, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Associate Professor of Religion. (1968)

Larry D. Lutchmansingh, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Assistant Professor of Art. (1974)

James Paul McDermott, A.B. (Wesleyan), B.D. (Yale), A.M., Ph.D. (Princeton), Assistant Professor of Religion. (1970)

Craig Arnold McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Assistant Professor of Sociology. (1975)

Charles Douglas McGee, B.S., A.M. (Northwestern), Ph.D. (Harvard), Professor of Philosophy. (1963)

John McKee, A.B. (Dartmouth), A.M. (Princeton), Lecturer in Art. (1969)

Dana Walker Mayo, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Professor of Chemistry. (1962)

Philip Hayden Merrell, B.S. (Harding), Ph.D. (Ohio State), Assistant Professor of Chemistry. (1973)

Deborah Nutter Miner, A.B. (Colby), M.Phil. (Columbia), Instructor in Government. (On leave of absence in the fall semester.) (1974)

Ralph Peter Mooz, A.B. (Wesleyan), A.M. (Boston University), Ph.D. (Pennsylvania), Director of the Museum of Art and Senior Lecturer in Art. (1973)

Richard Ernest Morgan, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)

Nizaralli Abdulalli Motani, A.B. (University of East Africa), Ph.D. (University of London), Assistant Professor of African Studies in the Department of History. (1972)

James Malcolm Moulton, B.S. (Massachusetts), A.M., Ph.D. (Harvard), Professor of Biology. (1952)

Richard A. Moynihan, A.B. (Dartmouth), M.S. (Cornell), A.M., Ph.D. (Massachusetts), Assistant Professor of Mathematics. (1976)

Jeffrey Muller, A.B. (Queens College), A.M., M.Phil. (Yale), Instructor in Art. (1975)

Joseph Nicoletti, A.B. (Queens, CUNY), M.F.A. (Yale), Assistant Professor of Art. (1972)

Erik Otto Nielsen, A.B., A.M. (State University of New York, Buffalo), Ph.D. (Bryn Mawr), Assistant Professor of Archaeology in the Department of Classics. (1974)

Robert Raymond Nunn, A.B. (Rutgers), A.M. (Middlebury), Ph.D. (Columbia), Associate Professor of Romance Languages. (1959)

Paul Luther Nyhus, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Dean of the College and Associate Professor of History. (1966)

David Sanborn Page, B.S. (Brown), Ph.D. (Purdue), Associate Professor of Chemistry. (1974)

David Scott Palmer, A.B. (Dartmouth), A.M. (Stanford), Ph.D. (Cornell), Assistant Professor of Government. (On leave of absence.) (1972)

Harold Payson III, A.B. (Harvard), A.M., M.A.L.D., Ph.D. (Tufts), Assistant Professor of Economics. (1976)

Joel Peskay, A.B. (City College of New York), Assistant Professor of Psychology. (1972)

Edward Pols, A.B., A.M., Ph.D. (Harvard), Professor of Philosophy and Kenan Professor of the Humanities. (1949)

Christian Peter Potholm II, A.B. (Bowdoin), A.M., M.A.L.D., Ph.D. (Tufts), Associate Professor of Government. (1970)

John Renwick Rasmussen, A.B., A.M. (University of California, Berkeley), A.M., Ph.D. (Dartmouth), Assistant Professor of Mathematics. (1972)

James Daniel Redwine, Jr., A.B. (Duke), A.M. (Columbia), Ph.D. (Princeton), Edward Little Professor of the English Language and Literature. (1963)

Edward Thomas Reid, Coach of Squash and Tennis. (1969)

John Cornelius Rensenbrink, A.B. (Calvin), A.M. (Michigan), Ph.D. (Chicago), Professor of Government. (1961)

Matilda White Riley, A.B., A.M. (Radcliffe), D.Sc. (Bowdoin), Daniel B. Fayerweather Professor of Political Economy and Sociology. (1973)

Guenter Herbert Rose, B.S. (Tufts), Sc.M. (Brown), Ph.D. (University of California, Los Angeles), Assistant Professor of Psychology. (1976)

Daniel Walter Rossides, A.B., Ph.D. (Columbia), Professor of Sociology. (1968)

Burton Rubin, A.B. (New York University), A.M. (Columbia), Associate Professor of Russian. (On leave of absence.) (1965)

Abram Raymond Rutan, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater in the Department of English. (1955)

Frank Fabean Sabasteanski, A.B. (Bowdoin), Ed.M. (Boston University), Coach of Track and Cross-Country and Director of the Physical Education Program. (1946)

Morton Schoolman, A.B. (Temple), A.M. (Lehigh), Ph.D. (Brown), Assistant Professor of Government. (1975)

Elliott Shelling Schwartz, A.B., A.M., Ed.D. (Columbia), Professor of Music. (1964)

Carl Thomas Settlemire, B.S., M.S. (Ohio State), Ph.D. (North Carolina), Associate Professor of Biology and Chemistry. (On leave of absence in the fall semester.) (1969)

William Davis Shipman, A.B. (University of Washington), A.M. (University of California, Berkeley), Ph.D. (Columbia), Adams-Catlin Professor of Economics. (1957)

Murray Silver, A.B. (Temple), Ph.D. (University of Vienna), Assistant Professor of Mathematics. (1971)

Melinda Yowell Small, B.S., A.M. (St. Lawrence), Ph.D. (Iowa), Assistant Professor of Psychology. (1972)

Ronald Richard Smith, B.S. (Hunter), A.M., Ph.D. (Indiana), Assistant Professor of Music. (1976)

Philip Hilton Soule, A.B. (Maine), Coach of Wrestling. (1967)

Allen Lawrence Springer, A.B. (Amherst), Instructor in Government (Fall 1976). (1976)

William Lee Steinhart, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Assistant Professor of Biology. (1975)

George Blaise Terrien, A.B., B.Arch. (Columbia), Lecturer in Art (Spring 1977). (1970)

Clifford Ray Thompson, Jr., A.B., A.M., Ph.D. (Harvard), Associate Professor of Romance Languages. (1961)

James Henry Turner, A.B. (Bowdoin), B.S., M.S., Ph.D. (Massachusetts Institute of Technology), Associate Professor of Physics. (1964)

John Harold Turner, M.A. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Assistant Professor of Romance Languages. (1971)

David Jeremiah Vail, A.B. (Princeton), A.M., M.Phil., Ph.D. (Yale), Associate Professor of Economics. (1970)

John C. Walter, B.S. (Arkansas Agricultural, Mechanical and Normal), A.M. (Bridgeport), Ph.D. (Maine), Assistant Professor of History and Director of Afro-American Studies. (1976)

James Edward Ward III, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Associate Professor of Mathematics. (On leave of absence in the spring semester.) (1968)

Sidney John Watson, B.S. (Northeastern), Coach of Hockey and Golf. (1958)

William Collins Watterson, A.B. (Kenyon), Ph.D. (Brown), Assistant Professor of English. (1976)

William Bolling Whiteside, A.B. (Amherst), A.M., Ph.D. (Harvard), Frank Munsey Professor of History. (1953)

William Willard Wolfe, A.B. (Davidson), Ph.D. (Yale), Assistant Professor of History. (1976)

Adjunct Faculty

Andrée Boretti, Teaching Fellow in French.

David James Bradshaw, A.B. (Bowdoin), A.M., M.Phil. (Yale), Mellon Fellow in English.

Louis Bruno Briasco, A.B. (Bowdoin), A.M. (Brown), Lecturer in History (Fall 1976).

Victor C. Brum, A.B. (Dartmouth), M.S. (George Washington), Ph.D. (Maine), Research Associate in Biochemistry.

John Nelson Cole, A.B. (Yale), Visiting Lecturer in English (Fall 1976).

Gregory B. Currier, B.S. (Bates), A.M. (Williams), Teaching Assistant in Physics.

Marie Therese Das Neves, Teaching Fellow in French.

Donna Louise Dionne, A.B. (Bowdoin), Teaching Fellow in Biology.

Geoffrey Faux, A.B. (Queen's), Visiting Lecturer in the Senior Center Seminar Program (Fall 1976).

Clarence Lewis Grant, B.S., M.S. (New Hampshire), Ph.D. (Rutgers), Adjunct Professor of Chemistry.

Michael D. Lang, A.B. (Harvard), J.D. (Boston), Visiting Lecturer in the Senior Center Seminar Program (Fall 1976).

Charles Raymond Larson, Jr., A.B. (Kansas), Research Associate in Biochemistry.

Edward Thomas Lee, A.B. (Maryland), C.P.A., Visiting Lecturer in Accounting in the Department of Economics (Fall 1976).

Robert E. Lyle, Jr., A.B., M.S. (Emory), Ph.D. (Wisconsin), Adjunct Professor of Chemistry.

Errol Monroe McGuire, A.B., A.M. (Abilene Christian), S.T.B. (Harvard Divinity School), A.M. (Chicago Divinity School), Mellon Fellow in Religion.

Elizabeth Dodd Mooz, A.B. (Hollis), Ph.D. (Tufts), Research Associate in Chemistry.

Robert Franc Ritchie, M.D. (Rochester), Research Associate in Biology.

Louise Pearson Smith, A.B. (Duke), A.M., Ph.D. (Princeton), Mellon Fellow in Classics.

William Paul Steele, B.S., A.M. (Maine), Visiting Lecturer in the Senior Center Seminar Program (Fall 1976).

Frances A. Usenik, A.B. (Minnesota), Visiting Lecturer in the Senior Center Seminar Program (Fall 1976).

Mary-Agnes Wine, A.B., A.M. (Mount Holyoke), Teaching Fellow in Biology.

COMMITTEES OF THE FACULTY

Standing

Administrative: The President, *Chairman;* the Dean of the College, the Dean of Students, the College Physician (all ex officio); Messrs. Butcher, Geary, Johnson, Ms. Miner, and the Director of Afro-American Studies.

Admissions and Student Aid: Mr. Redwine, *Chairman;* the Dean of the College, the Dean of Students, the Director of Admissions (ex officio), the Director of Student Aid (ex officio), Messrs. Cerf, Coombs, Hughes, Kertzer, Ms. Small, and Mr. Page; Robert A. Bachelder '78, Regina L. Bryant '77, and Kevin B. Mercier '78; alternates: Abigail K. Baker '78, James O. Hatcher '78, and Adam J. Rovit '79.

Afro-American Studies: Chairman to be elected. The Dean of Students, the Director of Afro-American Studies, Messrs. Motani and Potholm; five undergraduates to be selected.

Athletics: The Dean of the College, *Chairman;* the Director of Athletics, Ms. Cafferty, Messrs. Cornell, Grobe, and Steinhart; Patrick L. Meehan '78, Conrad R. Pensavalle, Jr. '77, and Michael A. Swit '78; alternate: Robert A. Bachelder '78.

Budgetary Priorities: Mr. Johnson (1978), *Chairman;* Ms. Cafferty (1979), Messrs. Greason (1979), Karl (1977), Rasmussen (1977), and Shipman (1977); Stephen P. Percoco '77, James E. Staley '79, Cynthia M. Whitman '77; alternates: C. Alan Schroeder, Jr. '79, Michael A. Swit '78, and C. Helen Takacs '78.

Computing Center: Mr. Page, *Chairman;* the Vice President for Administration and Finance (ex officio), Mr. Curtis (*Secretary*), Messrs. Darling, Grobe, and McEwen; Samuel B. Galeota '79 and Nicholas M. Gess '77.

Curriculum and Educational Policy: The President, *Chairman;* the Dean of the College, the Dean of the Faculty, the Director of the Senior Center, Messrs. Barker, Butcher, Coursen, Hodge (*Secretary*), Langlois, and Ms. Riley; Edward E. Butler, Jr. '79, Cynthia A. McFadden '78, and Jeffrey S. Zimman '78; alternates: Sarah Ford '79, Jeffrey B. Goldenberg '77, and Jed West '78.

Faculty Affairs: Mr. Levine (1979), *Chairman;* the Dean of the Faculty (ex

officio), Messrs. Brogyanyi (1977), Corish (1977), Howland (1978), Kertzer (1977), Pols (1977), and Vail (1979).

Faculty Research: The President, *Chairman;* the Dean of the Faculty (ex officio), Messrs. Lutchmansingh, McEwen (Faculty Research Fund), Nielsen (Undergraduate Research Fellowships), Thompson (Humanities Fund), and James H. Turner (Koelln Fund).

Graduate Scholarships: The Dean of the College, *Chairman;* the Director of Student Aid (*Secretary*), Mr. Coxe, Ms. Greenspan, Messrs. Hodge, Merrell, and Rensenbrink.

Lectures and Concerts: Mr. Cerf, *Chairman,* Messrs. Mersereau, Mooz, Rutan, and Whiteside; Regina L. Bryant '77, Kenneth A. Clarke '78, W. Keith Engel '78; alternate: R. Lewis McHenry '77.

Library: Mr. Potholm, *Chairman;* the Librarian (ex officio), Mr. Hazelton, Ms. Jackson, Messrs. J. M. Moulton and Nunn; J. Sears Downey '77, Nicholas M. Gess '77, and Donna E. Muncey '78; alternate: C. Alan Schroeder, Jr. '79.

Military Affairs: Mr. Ambrose, *Chairman;* the Dean of the College, Ms. Kaster, Messrs. McDermott and Rossides.

Recording: The Dean of the College, *Chairman;* the Dean of Students, the Director of the Computing Center, Messrs. Geoghegan, Huntington, Long, and John H. Turner; Abigail K. Baker '78, R. Lewis McHenry '77, Jeffrey S. Zimman '78; alternates: Loren R. Dunn '78, Nicholas M. Gess '77, and Jed West '78.

Senior Center Council: Mr. Long, *Chairman;* the Director of the Senior Center, the Dean of the Faculty, the Assistant Director of the Senior Center (ex officio), Messrs. Corish, Merrell, and Schwartz; W. Keith Engel '78, C. Helen Takacs '78, and two undergraduates to be selected; alternate: Nancy A. Bellhouse '78.

Student Activities Fee: Mr. Peskay, *Chairman;* Mr. Warren (*Secretary*), Messrs. Nielsen and Weissman; Kim V. Jones '77, Cynthia A. McFadden '78, Scott B. Perper '78, Robert L. Reisley '79, and Michael J. Tardiff '79; alternates: Abigail K. Baker '78 and Alexander H. Spaulding '79.

Student Awards: Mr. McGee, *Chairman;* Messrs. Dane, Kelly, Muller, Rutan, and Schoolman.

Student Life: The Dean of Students, *Chairman;* the Director of the Moulton Union (ex officio), the Assistant Dean of Students (ex officio), the College Counselor; Messrs. Ambrose, Beckwith, Mersereau, and John H. Turner;

Lisa C. Davis '78, Lee T. Miller '78, Scott B. Perper '78, Paula M. Wardynski '79, and Cynthia M. Whitman '77; alternates: Regina L. Bryant '77 and Christopher M. Crane '79.

Special Committees

Advisory Committee to the Dean of the Faculty: Three members from each of these committees: Budgetary Priorities, Curriculum and Educational Policy, and Faculty Affairs. Two tenured members and one untenured member from each committee.

Committee on Committees: Mr. Greason (1980), *Chairman;* the Dean of the Faculty (ex officio), Ms. Cafferty (1978), Ms. Kaster (1979), and John H. Turner (1977).

Curriculum and Educational Policy Subcommittee for the Mellon Fund: Chairman to be elected; the Dean of the Faculty, the Dean of the College, Messrs. Hazelton (representative from the Studies in Education Committee), Langlois, Ms. Riley, and one member to be selected by the Curriculum and Educational Policy Committee.

Environmental Studies: Mr. Huntington, *Chairman;* Messrs. Hogan, Hussey, and McKee; Paul D. Grand Pre '77 and Paul F. Racicot '77; alternate: Robin P. Hadlock '77.

Fulbright Scholarship Subcommittee of the Committee on Graduate Scholarships: Mr. Morgan, *Chairman;* Messrs. Corish, Hodge and Merrell.

Medical Scholarship Subcommittee of the Committee on Graduate Scholarships: The President, *Chairman;* the Dean of the College, the College Physician, Dr. J. B. Anderson, and Mr. J. M. Moulton.

Grievance (Sex): Chairman to be elected; Ms. Kaster, Messrs. Langlois and Pols, Ms. Small; alternates: Ms. Cafferty and Mr. Redwine.

Pennellville Project: Mr. Butcher, *Chairman;* the Dean of the College, Messrs. McKee, Shipman, Steinhart, and Vail; Stephen M. Amstutz '79, Eva D. Burpee '79, Christian T. Cartter '77, Jean Hoffman '79, and Deborah A. Ocko '79.

Studies in Education: Mr. Hazelton, *Chairman;* Messrs. Beckwith, Chittim, Donovan, Kelly, Peskay, and Whiteside.

Upward Bound Advisory: Mr. Hussey, *Chairman;* the Dean of the College, the Vice President for Administration and Finance, Messrs. Coursen, Mason, Nicoletti, and Rensenbrink; Catherine Charette '77 and Vladimir V. Drozdoff '79.

Officers of Administration

GENERAL ADMINISTRATION

Roger Howell, Jr., A.B. (Bowdoin), B.A., M.A., D.Phil. (Oxford), LL.D. (Nasson, Colby), L.H.D. (Maine), President.

Paul Luther Nyhus, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Dean of the College.

Alfred Herman Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Dean of the Faculty.

Wolcott Anders Hokanson, Jr., A.B. (Bowdoin), M.B.A. (Harvard), Vice President for Administration and Finance.

Charles Warren Ring, A.B. (Hamilton), Vice President for Development.

Alice Collins Early, A.B. (Vassar), Dean of Students.

Helen Buffum Johnson, Registrar.

Carol Jean Ramsey, A.B. (Connecticut College), Assistant Dean of Students.

Kathryn Drusilla Fielding, A.B. (Connecticut College), Secretary to the President.

Mary Crowley Bernier, Assistant to the Vice President for Administration and Finance.

Geoffrey Robert Stanwood, A.B. (Bowdoin), Acting Program Coordinator, Breckinridge Public Affairs Center.

ADMISSIONS OFFICE

William Robert Mason III, A.B. (Bowdoin), Director.

Richard Fowler Boyden, A.B. (Wesleyan), M.S. (University of Maine, Portland-Gorham), Associate Director.

Martha Johnson Bailey, A.B. (Mount Holyoke), Assistant Director.

Paul William Dennett, A.B. (Bowdoin), Assistant Director.

Margaret Edison Dunlop, A.B. (Wellesley), Associate to the Director.

Laura Christy Harrington, A.B. (Bowdoin), Admissions Fellow.

BUSINESS OFFICE

Alden Hart Sawyer, B.S. (Bowdoin), Treasurer.

Thomas Martin Libby, A.B. (Maine), Bursar.

Betty Mathieson Massé, Assistant to the Bursar.

James Packard Granger, B.S. (Boston University), C.P.A., Controller.

Thomas Joseph Mallon, Accounting Office Manager.

Barbara Ann MacPhee Wyman, Assistant to the Controller.

CAREER COUNSELING AND PLACEMENT

Harry Knight Warren, A.B. (Pennsylvania), Director.

Ann Semansco Pierson, Coordinator for Educational Programs and Placement and Volunteer Service Programs.

Richard Alan Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Career Counselor.

CENTRALIZED DINING SERVICE

Myron Lewis Crowe, A.B. (Michigan State), Director.

Laurent Conrad Pinette, Assistant to the Director and Executive Chef.

Ezra Allen Stevens, Purchasing Agent.

DUDLEY COE INFIRMARY

Daniel Francis Hanley, A.B. (Bowdoin), M.D. (Columbia), College Physician.

John Bullock Anderson, A.B. (Bowdoin), M.D. (Tufts), Associate Physician.

Barbara Laframbois Sabasteanski, R.N. (Maine General Hospital), Chief Nurse.

COMPUTING CENTER

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (University of California, Los Angeles), Director.

Mark Ingwald Nelsen, A.B. (University of California, Berkeley), Programmer Analyst.

Jonathan D. Allen, A.B. (Case Western Reserve), Administrative Applications Programmer.

COUNSELING SERVICE

Frank LeVan Field, A.B., Ed.M., Ed.D. (Harvard), College Counselor and Director of the Counseling Service.

Jane Dunham Boyden, A.B. (Wheaton), M.S.W. (Rutgers), College Counselor.

DEVELOPMENT OFFICE

Charles Warren Ring, A.B. (Hamilton), Vice President for Development.

Asher Dean Abelon, A.B. (Brown), Assistant to the Vice President for Development.

Frederick Stewart Bartlett, A.B. (Bowdoin), Assistant to the Vice President for Development.

Nancy Ireland, Assistant to the Vice President for Development.

Peter Hudson Vaughn, A.B. (DePauw), Assistant to the Vice President for Development.

Louis Bruno Briasco, A.B. (Bowdoin), A.M. (Brown), Alumni Secretary.

Robert Melvin Cross, A.B. (Bowdoin), A.M. (Harvard), Secretary of the Alumni Fund.

David Frederic Huntington, A.B. (Bowdoin), M.A.T. (New Hampshire), Editor of the *Bowdoin Alumnus.*

Joseph David Kamin, B.S. (Boston University), Director of News Services.

David Baird Price, A.B. (Virginia), Writer-Photographer.

Edward Born, A.B. (Bowdoin), A.M. (Michigan), College Editor.

Arnette Johnson Nelson, A.B. (Gustavus Adolphus), A.M. (South Dakota), Assistant to the College Editor.

Maureen Sugarman Schoolman, A.B. (Temple), Managing Editor, General Catalogue.

HAWTHORNE-LONGFELLOW LIBRARY

Arthur Monke, A.B. (Gustavus Adolphus), M.S. in L.S. (Columbia), Librarian.

Jeanne Bryant Andrews, A.B., M.L.S. (Maine), Cataloger.

Marjorie W. Frost, Cataloger.

John Bright Ladley, Jr., B.S. (Pittsburgh), M.L.S. (Carnegie Institute of Technology), Reference Librarian.

Priscilla Hubon McCarty, A.B. (Brown), M.L.S. (Maine), Cataloger.

Shirley A. Reuter, A.B. (New Hampshire), M.L.S. (Syracuse), Acquisitions Librarian.

Donna Glee Sciascia, A.B. (Emporia), M.A. in L.S. (Denver), Head, Catalog Department.

Elda Gallison Takagi, B.S., A.M. (Maine), A.M., M.A. in L.S. (Michigan), Documents Librarian.

Aaron Weissman, A.B. (City College of New York), A.M., M.S. in L.S. (Columbia), Assistant Librarian and Head, Circulation Department.

MOULTON UNION

Harry Knight Warren, A.B. (Pennsylvania), Director.

Walter John Szumowski, Bookstore Manager.

MUSEUM OF ART AND PEARY-MACMILLAN ARCTIC MUSEUM

Ralph Peter Mooz, A.B. (Wesleyan), A.M. (Boston University), Ph.D. (Pennsylvania), Director.

Miriam Look MacMillan, Honorary Curator.

Philip Conway Beam, A.B., A.M., Ph.D. (Harvard), Curator of the Winslow Homer Collection.

Russell James Moore, A.B. (University of California, Davis), M.S. (University of California, Los Angeles), Special Projects Curator.

PHYSICAL EDUCATION

Edmund Lawrence Coombs, B.S. (Bowdoin), Director of Athletics.

PHYSICAL PLANT

David Northrop Edwards, A.B., M.S., Ph.M. (Columbia), Director.

David Newton Barbour, B.S. (Maine), Manager, Plant Engineering and Architecture.

John Stanley DeWitt, Superintendent, Power Plant.

Samuel John Ed Soule, Superintendent, Buildings and Grounds.

Howard Ewing Whalin, Chief of Security.

PUBLIC AFFAIRS RESEARCH CENTER

Carl Edward Veazie, A.B. (Whitman), M.B.A. (Columbia), Director.

SENIOR CENTER

Gabriel John Brogyanyi, A.B. (Columbia), A.M., Ph.D. (Cornell), Director.

Richard Alan Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Assistant Director.

STUDENT AID OFFICE

Walter Henry Moulton, A.B. (Bowdoin), Director of Student Aid.

SUMMER PROGRAMS

Richard Alan Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Coordinator.

UPWARD BOUND

Doris Charrier Vladimiroff, A.B. (Duke), A.M. (Middlebury), Project Director.

Stephen David Reid, A.B. (Bowdoin), Assistant Director.

Charlotte Lincoln Howard, Assistant to the Director.

Campus and Buildings

Bowdoin is located in Brunswick, Maine, a town of approximately 18,000 population which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The campus, originally a sandy plain covered with blueberries and pines, is a tract of 110 acres containing more than forty buildings and several playing fields.

Massachusetts Hall is the oldest building on the campus, having been completed in 1802. For several years it housed the students, and all classes were held there. More recently, until the fall of 1965, the president and some of the other administrative officers had their offices there. Now used for faculty offices, the building was designated a Registered Historical Landmark in 1971.

The work of the College has its heart and center in Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, which contains the accumulations of over a century and a half. The nucleus of its 500,000 volumes is the collection of books and pamphlets bequeathed by James Bowdoin. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of an art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist Robert Feke.

Classes are held in Adams, Banister, Cleaveland, Gibson, Hubbard, and Sills halls, the Afro-American Center, Searles Science Building, Senior Center, Smith Auditorium, and the Visual Arts Center. When students are not engaged in academic work, they have at their disposal many well-equipped recreational facilities. These include the Dayton Arena, Curtis Pool, Hyde Athletic Building, Morrell Gymnasium, Moulton Union, Pickard Field House, Sargent Gymnasium, and some seventy-five acres of playing fields. Another valuable adjunct for the health of the student is the Dudley Coe Memorial Infirmary.

COLLEGE BUILDINGS

Seth Adams Hall was erected in 1860-1861 and named in honor of Seth Adams, of Boston, who contributed liberally toward its construction. From 1862 until 1921 it housed the classrooms of the Medical School of Maine. It now houses the Smyth Mathematical Library, named in memory of William Smyth, of the Class of 1825, who was professor of mathematics from 1828 to 1868. The building also contains classrooms, lecture rooms, and the offices of the Department of Mathematics. It stands west of the Presidents' Gateway.

Appleton Hall (1843), named in memory of the second president of the Col-

BOWDOIN COLLEGE

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2. Pickard Theater
3. Searles Science Bldg.
4. Visual Arts Center
5. Walker Art Bldg.
6. Gibson Hall
7. Hawthorne-Longfellow Library and Hall
8. Hubbard Hall
9. Coleman Hall
10. Hyde Hall
11. Appleton Hall
12. Chapel, Banister Hall
13. Maine Hall
14. Winthrop Hall
15. Adams Hall
16. Sills Hall
17. Smith Auditorium
18. Cleaveland Hall
19. Morrell Gymnasium
20. Heating Plant
21. Sargent Gymnasium
22. Curtis Pool
23. Hyde Athletic Bldg.
24. Dayton Arena
25. Coe Infirmary
26. Moore Hall
27. Moulton Union
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29. Baxter House
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31. Afro-American Center
32. Delta Kappa Epsilon
33. Delta Upsilon
34. Mayflower Apts.
35. Chi Psi
36. Dean of the College's House, Chase Barn Chamber
37. Ashby House
38. Psi Upsilon
39. Theta Delta Chi
40. Beta Theta Pi
41. Alpha Rho Upsilon
42. Burnett House
43. Alpha Delta Phi
44. Ham House
45. Getchell House
46. Rhodes Hall
47. Receiving Dept.
48. Admissions Office
49. Copeland House
50. Cram Alumni House
51. President's House
52. Bowdoin Pines
53. Pine Street Apts.
54. Whittier Field
55. Alpha Kappa Sigma
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lege; **Coleman Hall** (1958), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard); **Hyde Hall** (1917), named in memory of the seventh president of the College; **Maine Hall** (1808), known originally as "the College" and named later to commemorate the admission of Maine to the Union; **Moore Hall** (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and **Winthrop Hall** (1822), named in memory of Governor John Winthrop of the Massachusetts Bay Colony, are the six campus dormitories. In 1964-1966 the interiors of Appleton, Maine, and Winthrop were completely renovated.

Ashby House, located on Maine Street across from Hawthorne-Longfellow Library, was given by the estate of the Rev. Thompson E. Ashby, for many years minister of the First Parish Church. An eighteenth-century frame house, it has been used over the years as a faculty residence, eating hall, and student dormitory. It was renovated in 1974 and currently houses the offices, laboratories, and workrooms of the Department of Sociology and Anthropology.

Baxter House, at 10 College Street, was purchased in 1971 and is used as a student residence. For nearly twenty years it was the chapter house of Delta Psi of Sigma Nu, which established a scholarship fund at the College with the proceeds from the sale. Named for the Baxter family in recognition of its many contributions to Bowdoin and the State of Maine, it was built by Hartley C. Baxter, of the Class of 1878, one of five Baxters to serve on the Governing Boards and step-brother of Percival J. Baxter, of the Class of 1898, governor of Maine from 1921 to 1925.

Burnett House, 232 Maine Street, is a residence for students which was acquired in 1972. From 1965 to 1970 it was the home of Phi Delta Psi Fraternity. For many years it was the home of Professor and Mrs. Charles T. Burnett. Professor Burnett, chairman of the Department of Psychology, was an active member of the faculty for forty-two years before his retirement in 1944. The house was built in the 1860s by a retired seafarer and purchased by the Burnetts in 1920.

The Chapel, a Romanesque church of undressed granite designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of 120 feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth president of the College, under whose personal direction it was erected. The flags are of the original thirteen colonies plus Maine, which was a part of Mas-

sachusetts at the time of the founding of the College in 1794. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1923. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the building which formerly housed the reading rooms and stack space of the college library was named **Banister Hall** in 1850 in recognition of the gifts of the Honorable William Banister. It contains the offices of *The Bowdoin Orient* and the classrooms and laboratories of the Department of Psychology.

Chase Barn Chamber, named in memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the **Johnson House.** Designed by Felix Burton, of the Class of 1907, in the Elizabethan style, it is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books from the Chase library. The chamber is used for small classes, seminars, and conferences.

Parker Cleaveland Hall, designed by McKim, Mead & White, was dedicated in 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Department of Chemistry and bears the name of Parker Cleaveland, who taught chemistry and mineralogy at Bowdoin from 1805 to 1858 and was a pioneer in geological studies. Special gifts provided the Kresge Laboratory of Physical Chemistry, the Wentworth Laboratory of Analytical Chemistry, the 1927 Room (a private laboratory), the Adams Lecture Room, the Burnett Room (a seminar room), and the Dana Laboratory of Organic Chemistry.

Marshall Perley Cram Alumni House, at 83 Federal Street, was bequeathed to the College in 1933 on the death of Professor Marshall Perley Cram, Ph.D., of the Class of 1904. Renovated in 1962 and maintained by the College, it is the center of alumni activities at Bowdoin and contains lounges, rest rooms, and other facilities for the use of visiting alumni and their families and guests. The Ladies' Lounge, located on the second floor, was presented by the Society of Bowdoin Women in 1965. Displayed on the first floor is a collection of polar bears done in crystal, porcelain, and other media that was the gift of the widow of Daniel L. Dayton '49 in 1974.

Dudley Coe Memorial Infirmary is a three-story brick building erected in 1916-1917. It was given by Thomas Upham Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged through a gift by Agnes M. Shumway, A.M. (Mrs. Sherman N. Shumway). In 1962 it was licensed by the state as a private general hospital.

Copeland House, at 88 Federal Street, was acquired in 1972. A residence

for students, it was formerly the home of Manton Copeland, Ph.D., who taught biology at the College from 1908 until 1947 and was Josiah Little Professor of Natural Science Emeritus at the time of his death in 1971.

Curtis Swimming Pool was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The pool is housed in a separate wing attached to the Sargent Gymnasium. It measures thirty by seventy-five feet.

Dayton Arena, named in memory of Daniel L. Dayton, Jr., of the Class of 1949, was built in 1956 with contributions from alumni, students, and friends. It contains seats for 2,400 spectators, a regulation ice-hockey rink with a refrigerated surface 200 feet long by 85 feet wide, locker rooms, and a snack bar. During 1972 and 1973 numerous improvements were made, including the installation of brighter lights and additional ice-making equipment, which enables the Arena to be operated year-around. It is the site of intercollegiate and intramural hockey contests, as well as recreational skating.

Getchell House, located at 5 Bath Street, is diagonally opposite Adams Hall. It was given in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956. It houses the offices of the News Services, College Editor, and *Alumnus* Editor.

The Harvey Dow Gibson Hall of Music, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson; by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate; by the Manufacturers Trust Company of New York; and by several friends of Mr. Gibson. Designed by McKim, Mead & White, the building contains class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and a music library. The common room is richly paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755) for the Hôtel de Sens in Paris.

Ham House, at 3 Bath Street, was for many years the residence of Roscoe J. Ham, L.H.D., George Taylor Files Professor of Modern Languages from 1921 to 1945. Acquired in 1954, it houses the offices of Bowdoin Upward Bound.

Harpswell Street Apartments, adjacent to Pickard Field, and **Pine Street Apartments,** across from Whittier Field, were opened in the fall of 1973. There are two buildings of contemporary design at each location, and each of the buildings contains six apartments. The apartments, which accommodate up to ninety-six students, were built to meet the need for additional housing and to provide an alternative to living in a conventional dormitory.

Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, designed by

Walker O. Cain and Associates, of New York, was built in 1964-1965 from funds contributed during the Capital Campaign. It was named after two of Bowdoin's literary giants, both members of the Class of 1825. It houses the principal portions of the library of the College and—in its western end, named **Hawthorne-Longfellow Hall**—most of the general administrative offices of the College. Utilizing the latest concepts in library design, the library was planned to complement the older buildings of the College and, at the same time, be compatible with the newer architectural concept of the Senior Center.

Hubbard Grandstand was given in 1904 by General Thomas H. Hubbard, LL.D., of the Class of 1857. It is situated on **Whittier Field,** a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years director of the gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated scoreboard, the gift of the widows of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1960. Surrounding the field is the **John Joseph Magee Track,** an Olympic regulation all-weather track given by alumni and friends in memory of Mr. Magee, coach, trainer, and director of track and field athletics from 1913 to 1955.

Hubbard Hall, designed by Henry Vaughan and erected in 1902-1903, was the gift of General Hubbard and his wife, Sibyl Fahnestock Hubbard. For over sixty years, until the fall of 1965, it was the College Library. After suitable renovations it is now used for faculty offices, examination rooms, and the Department of Geology. Located in the basement is the Computing Center, which contains a PDP-10 time-sharing system. The Peary-MacMillan Arctic Museum is located on the first floor, and the Susan Dwight Bliss Room for rare books and bindings remains on the second floor.

Johnson House, named in memory of Henry Johnson, Ph.D., Litt.D., of the Class of 1874, a distinguished member of the Bowdoin faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, this commodious residence is now used as the home of the dean of the College. The house was designated a Registered Historical Landmark in 1975.

Little-Mitchell House, at 6-8 College Street, houses the Afro-American Center. The Mitchell House was named in honor of Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory from 1893 to 1939. It was given by Professor Mitchell in 1961. The Little House, the 8 College Street side of the connected buildings, was acquired in 1962.

Massachusetts Hall, planned in 1798 and completed in 1802, was the first college building erected. In 1936 it was remodeled, and five years later, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished to accommodate faculty meetings. Until 1965 the building housed the offices of some of the administrative officers. Since then, it has been used for faculty offices. In 1971 the building was designated a Registered Historical Landmark.

Mayflower Apartments, at 14 Belmont Street, were acquired in 1972. Located within a few minutes' walk of the campus, the complex can accommodate a minimum of forty students.

Memorial Hall, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the alumni and students of the College who served in the Civil War and whose names and ranks are inscribed on bronze plaques in the lobby. The lower floor contains classrooms and an experimental theater. The entire interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the gifts of Frederick William Pickard, LL.D., of the Class of 1894.

Malcolm E. Morrell Gymnasium is a 50,000-square-foot building connected to Sargent Gymnasium. Built in 1964-1965 from funds contributed during the Capital Campaign, it was in 1969 named in memory of Malcolm Elmer Morrell, of the Class of 1924, Bowdoin's director of athletics from 1928 to 1967. The gymnasium contains a modern basketball court with seats for about 2,500 persons, four visiting team rooms, eleven squash courts, offices for the director of athletics and his staff, and other rooms for physical education purposes.

The Moulton Union, designed by McKim, Mead & White, was built in 1927-1928. It was given and partially endowed by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social, recreational, and service center for the College. In 1964-1965, a two-story extension was added on the south and east sides of the building. The spacious main lounge and several smaller, intimate lounges and student activity areas are provided for general social purposes. The Union also contains the college reception, information, and scheduling center, the campus telephone switchboard, a bookstore, dining facilities, and a game room. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore Halls.

New Meadows River Sailing Basin: In 1955 the College purchased a cabin and section of shore front with a dock on the east side of the New Meadows River Basin to provide facilities for the sailing team.

The Observatory was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field and is reached from the Harpswell Road. In 1965 it was renovated and a new telescope was installed.

Pickard Field House stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers. **Pickard Field,** a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

Pickard Theater in Memorial Hall, also a gift of Mr. Pickard, was dedicated in 1955. It has a seating capacity of slightly more than 600 and a stage 55 feet wide and 30 feet deep. The space from the stage floor to the gridiron is 48 feet. Adorning the walls of the auditorium are rubbings of six large reliefs of the Chinese emperor T'ai Tsung's war horses. The reliefs were executed about A.D. 637 for the emperor's tomb and were possibly from designs of Yen Li-pen. The rubbings were the gift of Walter H. Mallery in 1955.

The President's House, built in 1860 by Captain Francis C. Jordan, originally stood on the lot at 77 Federal Street. It was purchased by the College in 1867 and was occupied by President Harris until 1871. The house was purchased by Peleg W. Chandler, and in 1874 he had it moved to its present location at the corner of Federal and Bath streets. At a later date the College reacquired the house, and shortly after President Hyde assumed office in 1885, it became his official residence. The ballroom was added in 1926.

Rhodes Hall, formerly the Bath Street Primary School, was purchased from the Town of Brunswick in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the school later achieved distinction as Rhodes scholars at Oxford University. Here are the offices of the Department of Physical Plant.

Sargent Gymnasium and **General Thomas Worcester Hyde Athletic Building** were erected in 1912. The gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the athletic building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861. In 1965-1966 Sargent Gymnasium was altered and renovated to make it part of the comprehensive plan for the indoor athletic facilities of the College.

Mary Frances Searles Science Building, designed by Henry Vaughan, was built in 1894 and completely renovated and modernized in 1952. It was the gift of Edward F. Searles in memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, and libraries of the Departments of

Biology and Physics. A battery of solid state electronic equipment was installed in the Physics Department in 1974. It was purchased with funds provided by the bequest of Constance H. Hall. She was the daughter of Edwin H. Hall of the Class of 1875, best known for his discovery of the Hall Effect, which has become a key principle in the design of solid state electronic components.

The Senior Center was completed in the autumn of 1964. Built from funds contributed during the Capital Campaign, it consists of three buildings. The main building, a sixteen-story tower, includes living and study quarters, seminar and conference rooms, lounges, accommodations for visitors, and the director's office. The entire first floor of the tower has been named in memory and honor of the late Henry Quinby Hawes, A.M., of the Class of 1910, and Mrs. Hawes. **Wentworth Hall,** named in memory of Walter V. Wentworth, Sc.D., of the Class of 1886, an overseer of the College from 1929 to 1958, is a two-story building adjacent and connected to the tower. It contains the dining room, main lounge, and other rooms for instructional, social, and cultural activities. In 1974 the main lounge was dedicated to the memory of Athern P. Daggett, Ph.D., LL.D., of the Class of 1925, acting president from 1967 to 1969 and for many years William Nelson Cromwell Professor of Constitutional and International Law and Government. **Chamberlain Hall,** named in memory of General Joshua Lawrence Chamberlain, LL.D., of the Class of 1852, Civil War hero, governor of Maine, and president of Bowdoin from 1871 to 1883, houses the Admissions Office.

Sills Hall and **Smith Auditorium,** designed by McKim, Mead & White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesquicentennial Fund and was named after the eighth president of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating 210 persons, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley E. Wolfe, of Rockland. A language laboratory and speech center are located in the wing. In 1968 a donor who wished to remain anonymous established the Constance and Albert Thayer Speech Center Fund to maintain the speech center. The fund was named in honor of Albert R. Thayer, A.M., of the Class of 1922, Harrison King McCann Professor of Oral Communication Emeritus, and his wife.

The Visual Arts Center, completed in 1975, was constructed with funds given through the 175th Anniversary Campaign. Connected to the Walker Art Building via an underground area which provides not only inter-access but also an exhibition gallery, the center contains some 23,000 square feet of instructional space. A 300-seat auditorium was dedicated in recognition of a generous grant from the Kresge Foundation. One of the classrooms has been

dedicated in honor of Philip C. Beam, Ph.D., Henry Johnson Professor of Art and Archaeology and a member of the faculty for more than forty years. The photography area was dedicated to the memory of Alan H. Wiley, and the printing and graphics area was given by an alumnus who wishes to remain anonymous.

Winfield Smith House, at 59 Harpswell Street, was acquired in 1972. A residence for students, it is named in memory of L. Winfield Smith, of the Class of 1907, who was born and raised in the house, "in recognition of the Smith family's long and devoted interest in Bowdoin."

Walker Art Building, designed by McKim, Mead & White, was erected in 1892-1894 and extensively renovated in 1975-1976. It was given by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of Henry Edwin Andrews, A.M., of the Class of 1894, director of the museum, 1920-1939, is located in Sculpture Hall. The building is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall. Following the renovation of the building, the South Gallery was dedicated to the memory of John A. and Helen P. Becker. The Central Gallery was dedicated to the memory of John H. Halford, Class of 1907, Overseer and Trustee of the College for twenty years.

OTHER MEMORIALS

The Harold Lee Berry Special Collections Suite, in Hawthorne-Longfellow Library, is in memory of Harold Lee Berry, A.M., of the Class of 1901, for nearly forty years a member of the Governing Boards, and generous benefactor of the College. The suite comprises several rooms in the northeast area of the third floor.

The Bowdoin Polar Bear, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

The Stuart Franklin Brown Lobby, in Hawthorne-Longfellow Library, is a memorial to Stuart Franklin Brown, of the Class of 1910, and was the gift of Mrs. Brown.

The Calder Mobile was purchased with funds given in the memory of Charles B. Price III, of the Class of 1974, who died in 1972. Purchased because Price was an admirer of the work of Alexander Calder, the mobile hangs in the new Visual Arts Center. Price, a biology and economics major, was a Dean's List student and James Bowdoin Scholar.

Catlin Path, extending from the Warren Eastman Robinson Gateway to Hubbard Hall, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., for many years Fayerweather Professor of Economics and Sociology.

The Chase Memorial Lamps, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. They were presented to the College by Mrs. Chase in 1954.

The Class of 1875 Gateway was erected in 1901 as a memorial to members of the class. It forms the Maine Street entrance of the Class of 1895 Path.

The Class of 1878 Gateway, erected in 1903, is a memorial to members of the class. It is on Bath Street between Memorial Hall and the First Parish Church.

The Class of 1886 Pathways are a network of walks laid in 1945 as a memorial to members of his class through the generosity of Walter Vinton Wentworth, Sc.D., of the Class of 1886. The pathways traverse an area lying north of Massachusetts Hall.

The Class of 1895 Path was laid in 1945 as a memorial to members of the class. It extends from the Chapel to the Class of 1875 Gateway.

The Class of 1898 Bulletin Board, erected in 1924 near the Chapel, is a memorial to members of the class. It is made of bronze, is double-faced and illuminated.

The Class of 1903 Gateway, erected in 1928, is a memorial to members of the class. It forms the main entrance to the Whittier Athletic Field.

The Class of 1909 Organ, an electronic instrument for use in the Pickard Theater, was presented by the Class of 1909 on the occasion of its fiftieth anniversary and dedicated in June 1960. A fund given at the same time is for the maintenance of the organ and for the support of musical education in the College.

The Class of 1910 Path was laid in 1940 as a memorial to members of the class. It extends from Bath Street to Coleman Hall, running parallel to the four dormitories and in front of the entrance to the Chapel.

The Class of 1914 Librarian's Office, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1914, who made a specific gift for this purpose. The office is on the first floor to the left of the entrance.

The Class of 1916 Path was laid in 1946 as a memorial to members of the

class. It extends from Massachusetts Hall to the Alpheus Spring Packard Gateway.

The Class of 1919 Path, laid in 1945, is a memorial to members of the class. It extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

The Class of 1922 Fountain, between Hawthorne-Longfellow Library and Hubbard Hall, was constructed in 1968. It is the gift of Mrs. John C. Pickard of Wilmington, Del., in honor of her husband's class. The fountain was designed by André R. Warren and was constructed by workmen of the Department of Physical Plant.

The Class of 1924 Radio Station (WBOR, "Bowdoin-on-Radio") was given by the Class of 1924 on the occasion of its twenty-fifth reunion. The station, installed in 1951 on the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room.

The Class of 1929 Electronic Chimes System, for automation of the Chapel chimes, was presented by the Class of 1929 on the occasion of its fortieth reunion. A fund for maintenance of the system was established at the same time.

The Class of 1937 Lounge, in the Cram Alumni House, was presented by the Class of 1937 on the occasion of its twenty-fifth reunion. It is a large, informal, and rustic room, with pine furniture, old pictures of Bowdoin and of Brunswick, and a large hewn granite fireplace. The lounge was given in memory of Harold L. Cross, Jr., David T. Deane, J. Donald Dyer, and Maxwell A. Eaton, who gave their lives in the service of their country during World War II.

The Class of 1938 Newspaper Room, in the Hawthorne-Longfellow Library, is in honor of the members of the class. The room is on the first floor to the right of the entrance.

The Class of 1942 Cross was placed behind the reading stand in the Chapel in 1952 in memory of class members who gave their lives during World War II.

The Harry Howard Cloudman Drinking Fountain, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. It stands near the Sargent Gymnasium.

The Robert Peter Tristram Coffin Reading Room, in the Hawthorne-Longfellow Library, is in memory of Robert Peter Tristram Coffin, Litt.D., of the

Class of 1915, a distinguished author, poet, and professor. The room was the gift of the Class of 1915 on the occasion of its fiftieth reunion and occupies the northern bay on the first floor.

The Colbath Room, in the Morrell Gymnasium, is a memorial to Henry Jewett Colbath, of the Class of 1910, an outstanding athlete and dedicated teacher and coach.

The William John Curtis 1875 Room, in the Hawthorne-Longfellow Library, is a memorial to William John Curtis, LL.D., of the Class of 1875, for over twenty-five years an overseer and trustee of the College, and a generous benefactor always in the name of his class. The room, in the northeast corner of the first floor, is used for current periodicals.

Daggett Lounge, the main lounge in Wentworth Hall, was dedicated in 1974 to the memory of Athern P. Daggett, Ph.D., LL.D., of the Class of 1925. Professor Daggett, a member of the faculty for more than forty years and acting president from 1967 to 1969, was William Nelson Cromwell Professor of Constitutional and International Law and Government at the time of his death in 1973.

The Dane Flagpole, in honor of Francis Smith Dane, of the Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flagpole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

The James Frederick Dudley Classroom in Banister Hall was renovated and furnished in 1954 as a memorial to James F. Dudley, A.M., of the Class of 1865, by the bequest of Nettie S. Dudley.

The William Pitt Fessenden Conference Room, in Hawthorne-Longfellow Hall, is a memorial to William Pitt Fessenden, LL.D., of the Class of 1823, United States senator 1854-1864, 1865-1869; United States secretary of the treasury 1864-1865; and overseer and trustee of the College from 1843 to 1869. The room is on the second floor, near the offices of the president and deans.

The Melville Weston Fuller Reading Room, in Hawthorne-Longfellow Library, is a memorial to Melville Weston Fuller, LL.D., of the Class of 1853, chief justice of the United States Supreme Court from 1888 to 1910, and an overseer and trustee of the College from 1875 to 1910. The room occupies the southern bay on the first floor.

The Gardner Bench, near Hawthorne-Longfellow Library, is dedicated to the memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in 1954.

Hutchinson Lounge and **Hutchinson Terrace,** in Wentworth Hall, are memorials to Charles Lyman Hutchinson, of the Class of 1890, a prominent lawyer in Portland. They are on the south side of the building between the main dining room and lounge.

The Elijah Kellogg Tree, a large pine dedicated to the memory of the Reverend Elijah Kellogg, A.M., of the Class of 1840, stands near the corner of Bath Street and Sills Drive.

The Fritz C. A. Koelln Room, in Sills Hall, was dedicated in 1971 in honor of Fritz C. A. Koelln, Ph.D., George Taylor Files Professor of Modern Languages Emeritus and a member of the Department of German from 1929 until his retirement in 1971, "in recognition of his devoted service to the College and the inspiration he has been to so many undergraduates over the years."

The Donovan D. Lancaster Lounge, in the Moulton Union, was named in November 1970 in honor of Donovan D. Lancaster, of the Class of 1927, director of the Moulton Union and the Centralized Dining Service emeritus and a member of the College staff for over forty years. The lounge is used for lectures and exhibitions of art and photography throughout the year.

The George Thomas Little Bibliography and Card Catalogue Area, in Hawthorne-Longfellow Library, is a memorial to George Thomas Little, Litt.D., of the Class of 1877, librarian of the College from 1885 to 1915. The area occupies the center portion of the first floor.

Little Ponds Wildlife Sanctuary is the gift of Mrs. Harold Trowbridge Pulsifer in memory of her husband, Harold Trowbridge Pulsifer, and Sheldon Ware, a neighbor. Located at Bethel Point, East Harpswell, and the result of a series of gifts beginning in 1961, this tract of fifteen acres includes a meadow, pond, woodland, and shore frontage. It is used for the study and conservation of wildlife and is the site of the Bowdoin College Marine Laboratory.

The Harrison King McCann Music Lounge, on the sixteenth floor of the tower of the Senior Center, is a memorial to Harrison King McCann, A.M., of the Class of 1902, for thirty years an overseer of the College.

The Cecil Cleophus McLaughlin Study, in Chamberlain Hall, is a memorial to Cecil Cleophus McLaughlin, M.D., of the Class of 1923. The study was the gift of his wife.

The John Joseph Magee Track, surrounding Whittier Field, was given by a group of alumni and friends to honor the memory of John Joseph Magee, coach, trainer, and director of track and field athletics from 1913 to 1955 and

an Olympic team coach in 1920, 1924, 1928, and 1932. Constructed in 1970, the Olympic regulation all-weather track was dedicated in 1971.

The Magee Training Room, in the Morrell Gymnasium, is another memorial to Coach Magee.

The Memorial Flagpole, designed by McKim, Mead & White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flagpole stands in the southwestern corner of the campus between Hubbard Hall, Walker Art Building, and Gibson Hall.

The Wilmot Brookings Mitchell Lounge, on the second floor of Wentworth Hall, is a memorial to Wilmot Brookings Mitchell, Litt.D., L.H.D., of the Class of 1890, a beloved teacher of English for almost fifty years.

The Morrell Office, in the Malcolm E. Morrell Gymnasium, was given by members of the Class of 1924 in honor of their classmate Malcolm Elmer Morrell, director of athletics from 1928 to 1967. It is the office of the director of athletics.

The Dean Paul Nixon Lounge-Conference Room, in Hawthorne-Longfellow Library, is a memorial to Paul Nixon, L.H.D., LL.D., for over forty years a teacher of Latin and dean of the College from 1918 to 1947. The room is on the southeast corner of the third floor.

The Alpheus Spring Packard Gateway, erected in 1940 on College Street, is a memorial to Alpheus Spring Packard, D.D., of the Class of 1816, a member of the Bowdoin faculty from 1819 to 1884.

The Peucinian Room, built in 1951, is in a corner of the lower floor of Sills Hall. It is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus,* is carved on a heavy timber above the fireplace. The fireplace and paneling were the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

The Pickard Trees, twelve hawthorns in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted around Coleman Hall by the Society of Bowdoin Women and dedicated in June 1959.

The Franklin Pierce Reading Room, in Hawthorne-Longfellow Library, is in memory of Franklin Pierce, LL.D., of the Class of 1824, the fourteenth president of the United States. This informal reading room is at the east end of the second floor.

The Presidents' Gateway, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., president of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The gateway forms one of the northern entrances to the campus from Bath Street.

The Franklin Clement Robinson Gateway, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class of 1873, for thirty-six years a teacher at Bowdoin College, and to his wife, Ella Maria Tucker Robinson. The gateway forms the northwestern entrance to the campus.

The Warren Eastman Robinson Gateway, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

The Shumway Tree, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an overseer of the College (1927-1954), was replanted on the campus and dedicated in June 1955. It stands in front of Hawthorne-Longfellow Hall.

The Simpson Memorial Sound System, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other teaching aids in music, was installed in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

The Thorndike Oak, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

The Turner Tree, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, professor of education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends and dedicated in June 1957.

The Gerald Gardner Wilder Cataloguing Room, in Hawthorne-Longfellow Library, is a memorial to Gerald Gardner Wilder, A.M., of the Class of 1904, librarian of the College from 1916 to 1944. The room is in the southeast area on the first floor.

The Frank Edward Woodruff Room, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., a member of the Bowdoin faculty from 1887 to 1922. The room was provided in 1951 through the generous bequest of Edith Salome Woodruff.

General Information

Terms and Vacations: The College holds two sessions each year, beginning in September and January. The dates of the semesters and the vacation periods are indicated on the College Calendar on pages v-vi.

Registration and Enrollment: All students are required to register at the opening of each semester in accordance with schedules posted at the College and mailed to students registering for the first time.

Offices and Office Hours: The Admissions Office is located in Chamberlain Hall. The Offices of General Administration, Business Office, and Development Office are located in Hawthorne-Longfellow Hall, the west end of the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library. The Office of the College Counselor and the Office of Career Counseling and Placement are in the Moulton Union. The Department of Physical Plant is in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 to 5:00 Monday through Friday. Summer hours are from 8:30 to 4:00.

Telephone Switchboard: The College has a central telephone switchboard located in the Moulton Union. All college phones are connected to this switchboard. The number is 207-725-8731.

College Bills and Fees: A statement covering tuition, room rent, board, and fees will be sent to each student before the start of each semester. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Business Office. Parents or guardians of incoming freshmen are required to sign a financial guaranty obligating them to pay all bills and fees as long as their son or daughter is enrolled in the College.

All bills are due and payable when rendered. In addition, a $100 deposit is required by March 15 of each year from all students, except entering freshmen, who wish to reserve a room for the next academic year.

Students with unpaid bills may not register or attend classes, nor are they eligible for academic credit, transcripts, or degrees. Special problems should be discussed with the dean of students or the director of student aid.

Tuition: The tuition fee for the 1976-1977 academic year is $1,900 each semester or $3,800 for the year. There is a per-course charge of $475 for special students taking fewer than four courses a semester. Any student completing the number of courses required for the degree in less than eight semesters must pay tuition for eight semesters, except that the dean of the College is authorized to waive the requirements in such cases where the factors of advanced placement, junior year abroad, exchange or transfer status, or similar

special circumstances exist. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin shall not relieve the student of the obligation to pay tuition covering eight full semesters at Bowdoin College.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 56-89.

Room and Board: Freshmen may indicate their housing needs on a housing preference card issued by the Dean of Students' Office. Accommodations and roommates are assigned by that office. Sophomores, juniors, and seniors choose their own roommates and apply for housing to the assistant dean of students.

Suites in the dormitories consist of a study and bedroom which are provided with essential furniture. Students should furnish blankets and pillows; the College furnishes bed linen and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

The College owns a variety of apartments located near the campus. Rent for these apartments has been set at $800 a student for 1976-1977. Rent for dormitory rooms and rooms in a fraternity house is $725.

Board has been set at $925 for the year. These charges are the same regardless of whether a student eats at the Moulton Union, Senior Center, or a fraternity.

Students who live in Bowdoin facilities, except apartments, are required to take a full board plan. Partial board packages are available to students living off-campus or in College-owned apartments.

Other College Charges: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all undergraduates. The College collects in each academic year a student activity fee of $80. The cost of tuition, board, room, and fees amounts to about $2,765 for the semester. To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses for members of these organizations.

A student participating in a study-away program which requires Bowdoin to administer tests or otherwise evaluate work done upon the student's return to the College is required to pay a charge of $50 a semester course credit. This charge does not apply to the Twelve College Exchange or other accredited study-away programs.

Refunds: Refunds to students leaving college during the course of a semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the bursar.

Health Care: The facilities of the Dudley Coe Memorial Infirmary (licensed as a private general hospital) and the services of the college physicians are available to all students. If ill, students should report to the infirmary.

To cover costs of treatment and care during the college year, in the infirmary or elsewhere, each student is required to have adequate health and accident insurance. This must be purchased through the College (the present group rate of $41 per semester is subject to change), unless a student is covered otherwise by adequate health insurance certified by his parent or guardian at the time possible exemption from this requirement is requested. Coverage may be extended through the summer vacation by payment of an extra premium. Applications for the summer coverage are available at the Bursar's Office.

Motor Vehicles: All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence or fraternity must be registered with the Dean of Students' Office. The registration fee is $25 a year, one-half of which is payable each semester. Failure to register a motor vehicle will result in a fine of $25. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the dean of students. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. Parking on Campus Drive is limited and students will be assigned parking areas according to their living locations.

ROTC: The Reserve Officers' Training Corps program at Bowdoin has been terminated by the Department of the Army and is being phased out. No new students are being accepted into the program.

The New England Association of Schools and Colleges: Bowdoin College is accredited by the New England Association of Schools and Colleges. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Statistics: As of June 1976, 22,503 students have matriculated at Bowdoin College, and 16,144 degrees in courses have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 8,546 graduates, 2,010 nongraduates, 10 medical graduates, 94 honorary graduates, and 272 graduates in the specific postgraduate program.

Admission to the College

In January 1976 the Governing Boards of Bowdoin College approved the following statement on admissions:

> Our need to be selective has inevitably required that attention be given to the principles of selection. We approve the current admission policy which seeks students who share the common characteristic of being seriously committed to the pursuit of a liberal arts education, but who, beyond that, have different interests, backgrounds and skills. The common denominator of intellectual commitment presupposes a candidate capable of not merely handling the academic program but of profiting from it and contributing to it. Beyond that common denominator, a candidate ought ideally to possess some special skill or interest or to represent a culture, region or background that will contribute to the diversity of the college.

One can analyze the profile of Bowdoin's most recent class and make a rough prediction of a particular student's chances for admission to the next class. In recent years, Bowdoin has admitted approximately one of five candidates. Two-thirds of those admitted will have graduated from a public school, and three-quarters of this group will have ranked in the top 10 percent of their graduating class. Well over half of the independent school graduates will have been in the upper third of their class. Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering freshman will have had four years of English, three or four years of a foreign language, mathematics through trigonometry, two or three years of laboratory sciences, and history.

Candidates applying to Bowdoin College are evaluated individually by members of the admissions staff in terms of four general factors:

Academic Record: Bowdoin is particularly interested in the superior student who seeks out and has done well in a very demanding college preparatory curriculum. Particular emphasis is placed on academic performance in the junior and senior years of secondary school.

References: As standardized test scores are an optional admissions requirement, the recommendations of the candidate's college adviser and current English teacher are important. Perceptions of the candidate's motivation, creativity, determination, and aptitude help the admissions staff sort out the very best from the very good.

Talent: Because of its small size and the variety of its academic and extracurricular offerings, the College is looking for a depth of talent and accomplishments in a few areas rather than surface involvement in many areas.

Class Composition: Rather than measure each individual candidate against fixed admissions standards, the College seeks a classful of differences: students with different talents, of differing backgrounds, from different places, with different points of view. A common denominator of intellectual commitment must be demonstrated by all admitted candidates, however.

APPLICATION AND ADMISSION PROCEDURES

Early Decision: Each year Bowdoin offers admission to approximately one-third of its entering class through its Early Decision program. Those candidates who are certain that Bowdoin is their first choice should seriously consider this option since it may resolve the problem of college admission early in the senior year. Bowdoin is in agreement with other colleges regarding the general ground rules, which are as follows:

1. When candidates file a formal application for admission, they must state in writing that they wish to be considered for Early Decision and that they will enroll if admitted. Early Decision candidates may file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted on an Early Decision basis by their first-choice college. In other words, only one Early Decision application can be made, but other regular applications may be initiated simultaneously.

2. The completed Personal Application form and formal request for Early Decision, a School Report form, a secondary school transcript of grades and an English Teacher Comments form must be submitted to Bowdoin by November 1. Decisions on Early Decision applicants, whose applications are complete by November 1, will be announced by December 15.

3. Candidates admitted via Early Decision, who have financial need as established by the guidelines of the College Scholarship Service and based on the Parents' Confidential Statement will be notified of the amount of their award at the time they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin. It is Bowdoin's policy to fund all needy students who are admitted via Early Decision.

4. Although students are encouraged to submit their College Entrance Examination Board scores, test results at Bowdoin remain optional as an admissions requirement. Applicants need not be deterred from applying for Early Decision because they have not completed a full battery of CEEB tests.

5. An Early Decision acceptance is contingent upon completion of the senior year in good standing.

6. Candidates not accepted under the Early Decision program will automatically be transferred to the regular applicant pool. Failure to be admitted as an Early Decision candidate in no way prejudices one's chance for admission in the spring. Each year a number of applicants who are deferred under

Early Decision are accepted in mid-April, when decisions on all regular admissions are announced.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will reconsider its offer of admission (and financial aid if appropriate) to the candidate.

Regular Admission: The following items constitute a completed admissions folder:

1. The student's application form submitted with the application fee ($20) as early as possible in the senior year. The deadline for receiving regular applications is *February* 1.

2. School Report: The college adviser's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than February 1. A transcript of grades through the mid-year marking period (Mid-Year School Report) should be returned to Bowdoin by February 15. If a student matriculates at Bowdoin College, the School Report and secondary school transcript *will* become part of the permanent college file and will be available for the student's inspection.

3. Recommendations: Each candidate is required to submit the English Teacher Comments form, which should be given to the English teacher for completion and returned as soon as possible and no later than February 1. If students have any outstanding strength, particularly academic, that they feel should be documented in their Bowdoin application, they should have their teacher, coach, or club adviser write to Bowdoin directly. If a student matriculates at Bowdoin College, references and other letters of recommendation *will not* become part of the permanent college file.

4. College Board Examinations: Applicants are not required but are encouraged to submit results of CEEB tests. A candidate's overall academic record will always be considered first, with motivation, discipline, personality, and sensitivity viewed as important factors. If submitted, the CEEB scores will probably be helpful to the Admissions and Student Aid Committee in reaching a decision, but will be treated as secondary in importance. The candidate is responsible for making arrangements to take the College Board examinations and to see that Bowdoin receives the scores if he wants them to be considered as part of his application. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions and Student Aid Committee. Candidates may report their scores or instruct the College Board to send the scores to Bowdoin. Students choosing to submit their SAT and Achievement Test scores should complete the entire battery of examinations no later than January of the senior year.

Bowdoin is particularly attracted to the student who seeks out and does well in a demanding college preparatory curriculum. Its policy regarding the

CEEB test scores favors the student who is a superior achiever in the classroom but who does not fare so well on national standardized tests. Seventy-six percent of the public school graduates in the Class of 1980 ranked in the top 10 percent of their senior classes.

N.B.—Since standardized test results are used for academic counseling and placement, all entering freshmen are required to submit scores before matriculating.

5. Visit and Interview: A personal interview at Bowdoin with a member of the admissions staff is strongly encouraged but not required. Distance alone sometimes makes it impossible for candidates to visit the College. Candidates' chances for admission are not lessened because of the lack of an interview. In the Bowdoin interview students should be prepared to talk informally about their academic record (an unofficial transcript is most helpful), interests, talents, and goals.

The Admissions Office is open for interviews throughout the year except for the period from February 1 to May 1 when the staff is involved in the final selection of the class.

6. Notification: All candidates will receive a final decision on their application for admission by mid-April. A commitment to enroll is not required of any candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1.

Deferred Admission: Admitted students who wish to delay their matriculation to the College for one year in order to gain increased maturity and experience may request a deferrment from the director of admissions. It is Bowdoin's policy to honor these requests and to hold a place in the next entering class for these students.

Admission with Advanced Standing: Bowdoin participates in the CEEB Advanced Placement program and grants both advanced standing in courses and credit toward graduation to qualified students. Examinations in Advanced Placement subjects are given by the CEEB in May of each year, and students are granted placement or credit on the basis of their examination performance. A score of 3, 4, or 5 normally results in students being given credit for one or two semesters of college-level work in the subject; if students elect to continue that subject in college, they are given appropriate placement. A judgment on an entering student's departmental placement will be made during the course registration period through personal conferences with appropriate faculty members.

Candidates not offering Advanced Placement examinations may secure advanced placement by passing a qualifying examination at the College. Bowdoin recognizes the place of more advanced courses in secondary school and provides an opportunity for unusually qualified students to extend the range of work that they may do in school and college. Occasionally, students may gain sufficient credit to enable them to complete their college course in

fewer than eight semesters. Applicants are strongly encouraged to take advantage of the Advanced Placement program and should request consideration for Advanced Placement and credit by arranging for all Advanced Placement Test scores to be sent to the Admissions Office.

Transfer Students: A limited number of students from other colleges and universities will be admitted each year to upper-class standing at Bowdoin. The following information pertains to transfer candidates:

1. Candidates should file a transfer application by April 1, and must arrange to have submitted at the same time transcripts of their college and secondary school records, statements from deans or advisers at their colleges, and at least two recommendations from current or recent professors. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision by June 1.

2. Transfer candidates should have academic records of honors quality ("B" work or better) in a course of study which approximates the work that would have been done at Bowdoin, had they entered as freshmen. Bowdoin accepts transfer credit for liberal arts courses in which a grade of "C" or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at our Registrar's Office and have been appraised by the dean of the College and appropriate department chairmen.

3. Candidates entering the junior year will be given preference. Two years of residence is required for a bachelor's degree from Bowdoin.

4. The funds available for transfer students are limited by commitments the College has already made to needy enrolled students and incoming freshmen. All transfers are eligible for aid, based on financial need. Applicants for aid must file a Parents' Confidential Statement with the College Scholarship Service by April 1.

Special Students: Each semester, as space within the College and openings within courses permit, Bowdoin admits a few Special Students. In general, this program is intended to serve the special educational needs of residents of the Brunswick area. It is not a program for recent high school graduates who have not attended college or a program for students who have been enrolled in a college in the previous year. The tuition is $475 for each course each semester. Inquiries should be addressed to the dean of the College. Normally, participation in the program is limited to two semesters.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than one thousand colleges which ask candidates for financial aid to file information through the College Scholarship Service,

P. O. Box 176, Princeton, New Jersey 08540, or P. O. Box 1501, Berkeley, California 94701, or P. O. Box 881, Evanston, Illinois 60204. This organization has been formed to simplify scholarship procedures and to make decisions on awards as equitable as possible. Each applicant for financial aid must obtain the Parents' Confidential Statement from his school and request the College Scholarship Service to forward a copy of this statement to Bowdoin. *No other form is required by Bowdoin, and application for scholarship is complete upon receipt of the Parents' Statement and the completed application for admission.* February 1 is the deadline for filing these applications (or November 1 for Early Decision applicants). Candidates should not be discouraged from applying to Bowdoin College for lack of funds. Because of its extensive scholarship grant and loan programs, Bowdoin has been able to fund every admitted student in recent years who qualified for financial assistance on the basis of need. In 1975-1976, approximately one-third of the entering class of 370 students received financial assistance. The amount of assistance intended to meet the individual's need is calculated from the information in the Parents' Confidential Statement. The average award of grant and loan was $3,167. Additional material about the program of financial aid at Bowdoin may be found on pages 56-57. Awards of financial aid are announced with the letters of admission.

All correspondence concerning freshman and transfer admission to the College and scholarship aid should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine 04011; telephone (207) 725-8731.

Scholarships, Loans, and Financial Aid

Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that a student who receives financial aid as an outright grant should also expect to earn a portion of his expenses and that he and his family should assume responsibility for repayment of some part of what has been advanced to help him complete his college course. Grants will total about $1,125,000 in 1976-1977 and will be made to about 40 percent of the student body. All awards are made on the basis of satisfactory academic work and financial need, which is a requisite in every case. The financial aid program is coordinated by the director of student aid, to whom all applications, except those from students not yet enrolled in college, should be directed. Prospective freshmen should submit their applications to the director of admissions.

For the past several years, more than $275,000 has been lent annually to students. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the director of student aid. These loans, including those made from National Direct Student Loan funds, bear no interest during undergraduate residence. Interest at 3 percent is charged; and payment over a ten-year period is called for beginning nine months after graduation or separation; or after graduate school, three years of military, Peace Corps, or Vista service, or a combination of these. National Direct Student Loans also provide for the waiver of some payments for persons who become teachers and/or who serve in the military. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. A few jobs are assigned to supplement grants and loans, but there are other opportunities for students who are interested, able, and willing to work. Commitments for employment are not made to freshmen until after the opening of college in September. The College participates in the Work-Study Program established under the Economic Opportunity Act of 1964 and in the Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965.

Prematriculation Scholarships: About 125 freshmen each year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from $400 to $5,600. As noted above,

some awards are direct grants, but most include the tender of loans. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the director of admissions before February 1 of each year. A candidate will be notified of a prematriculation award at the time he is informed of the decision on his application for admission, usually about April 15.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of his academic and personal promise as well as on the degree of his financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on the Parents' Confidential Statement of the College Scholarship Service.

A freshman who holds a prematriculation award may be assured of continuing financial aid that meets his needs in his upper-class years if his grades each semester are such as to assure normal progress toward graduation. This will ordinarily require grades of *Pass* in all regular courses, except that in some cases one grade of *Fail* may, at the discretion of the Committee on Admissions and Student Aid, be balanced by one grade of *High Honors* or two grades of *Honors*. In each upper-class year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the freshman year, will remain in effect for the full year unless the work of the holder is unsatisfactory. Awards for such students may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

General Scholarships: Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may be made in November for aid to be assigned during the spring semester on a funds-available basis. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Employment Assignments: So far as practicable all college student jobs paying as much as $200 per year will be assigned to students of recognized need. Although most students must find their own jobs on campus, the student payroll for the past several years has exceeded $100,000.

Graduate Scholarships: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. Application should be made in writing to the director of student aid. They are described on pages 85-87.

General Scholarships

The awards made as general scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the fall by the Faculty Committee on Admissions and Student Aid. The scholarships are listed alphabetically in each of two sections, endowed scholarships and scholarships funded annually.

ENDOWED SCHOLARSHIPS

(As of January 31, 1976)

E. Farrington Abbott Memorial Scholarship Fund (1965) $32,672
Given by his family.
Preference, first, to students from Androscoggin County, and second, to students from Maine.

Clara Rundlett Achorn Scholarships (1932) 14,939
Given by Edgar O. Achorn 1881.
Preferably to students from Lincoln Academy, Newcastle.

Fred H. Albee Scholarship Fund (1956) 32,068
Given by Mrs. Fred H. Albee.

Louella B. Albee Scholarship (1956)
Given by Mrs. Fred H. Albee.
One-half the income of a trust fund, awarded every four years.

Stanwood Alexander Scholarship (1903) 14,424
Given by DeAlva Stanwood Alexander 1870.
Preferably to students from Richmond, or for excellence in American history.

Vivian B. Allen Foundation Scholarship Fund (1970) 101,184
Given by the Vivian B. Allen Foundation.
To students from foreign countries.

Dominic N. Antonucci Scholarship Fund (1973) 10,157
Given by Mrs. Lucia Antonucci.
Preference to students of Italian ancestry from Massachusetts.

Leon W. and Hazel L. Babcock Fund (1965) 29,367
Given by Leon W. Babcock 1917.
Students showing aptitude and interest in the study of the physical sciences.

Antanina Kunigonis-Marcinkevicius Bachulus Fund (1964) 30,442
Given by John Matthew Bachulus 1922.
Preference to a student of American citizenship and Lithuanian descent, or a foreign student of Lithuanian origin.

Eva D. H. Baker Scholarship (1932) 6,560
Given by Guy P. Estes 1909.
Preferably to a Christian Scientist.

Dennis Milliken Bangs Scholarship (1918) 7,214
Given by Mrs. Hadassah J. Bangs.

Donald F. and Margaret Gallagher Barnes Scholarship Fund (1974) 9,273
Given by friends.
First preference shall be given to deserving and needy undergraduate women.

W. S. Bass '96 and J. R. Bass '00 Memorial Scholarship Fund (1965) 16,503
Given by members of the Bass family.
Students from Wilton, other towns in Franklin County, or from Maine.

Richard C. Bechtel Scholarship Fund (1967) 29,865
Given by Richard C. Bechtel 1936.
Preference to students showing aptitude and interest in the field of mathematics.

Helen Andrus Benedict Memorial Scholarship Fund (1975) 25,686
Given by Surdna Foundation, Inc.

Charles R. and Mary D. Bennett Scholarship Fund (1967) 10,849
Given by Mrs. Charles R. Bennett.
Students from Yarmouth, from North Yarmouth Academy or Yarmouth High School, or from Cumberland County.

Freeman E. Bennett and Ella M. Bennett Fund (1950) 47,128
Given by Mrs. Freeman E. Bennett.

Louis Bernstein Scholarship Fund (1970) 50,253
Given by Louis Bernstein 1922.

Harold Lee Berry Scholarship Fund (1959) 18,861
Given by Harold Lee Berry 1901.

Charles G. Berwind Scholarship Fund (1966) 52,453
Given by Charles G. Berwind and others.
Preference to students who have been associated with the program of the Big Brothers of America, Inc.

Beverly Scholarship (1923) 5,023
Given by the Beverly (Mass.) Men's Singing Club.
Preference to students from Beverly, Massachusetts.

William Bingham 2nd Scholarship Fund (1956) 29,026
Given by the Trustees, Betterment Fund under the will of William Bingham 2nd.
Students from Bethel, other towns in Oxford County, or from Maine.

Adriel U. Bird Scholarship Fund (1953) 127,855
Given by a friend of Adriel U. Bird 1916.
Students from New England graduated from New England schools.

Blake Scholarship (1882) 5,804
Given by Mrs. Noah Woods.

Edward H. Bond and Eva D. Bond Scholarship Fund (1973) 25,262
Given by Edward H. and Eva D. Bond.
Preference to students who graduated from Boston Latin School.

George Franklin Bourne Scholarship (1887) 1,449
Given by Mrs. Narcissa Sewall Bourne.

James Bowdoin Scholarship Fund (1969) 31,370
Given by Clara Bowdoin Winthrop.
Preference to students who are residents of Maine.

James Bowdoin Student Aid Fund (1962) 2,653
Given by several persons.

George W. R. Bowie Fund (1965) 3,444
Given by William Roland Bowie.
A needy Protestant student, preferably a country boy of American ancestry from Androscoggin County.

Robert W. Boyd Scholarship Fund (1968) 12,422
Given by his friends.

John Hall and George Monroe Brett Fund (1957) 57,244
Given by Mrs. John Hall Brett.

Geraldine Brewster Scholarship Endowment Fund (1957) 5,642
Given by Geraldine Brewster.

Percy Willis Brooks Fund (1974) 107,172
Given by Percy Willis Brooks 1890 and Mary Marshall Brooks.
Four scholarships to undergraduates.

Stuart F. Brown Scholarship Fund (1968) 32,359
Given by Mrs. Stuart F. Brown and family.

William Buck Scholarship Fund (1947) 2,241
Given by Anna S. Buck.
A premedical student, preferably from Piscataquis County.

George W. Burpee Scholarship Fund (1968) 9,493
Given by his friends.

Moses M. Butler Scholarship Fund (1903) 14,259
Given by Mrs. Moses M. Butler.

Buxton Scholarship Fund (1875) 22,666
Given by Cyrus Woodman 1836, Frank H. L. Hargraves 1916, and Gordon S. Hargraves 1919.
Preference to natives and residents of Buxton.

Florence Mitchell Call Scholarship (1927) 2,241
Given by Norman Call 1869.

Sylvester B. Carter Scholarship (1918) 4,072
Given by Sylvester B. Carter 1866.
Residents of Massachusetts.

Casco Bank & Trust Company Scholarship Fund (1975) 2,500
Given by Casco Bank & Trust Company.
Preference to qualified employees and children of employees of Casco Bank.

Warren B. Catlin Fund (1969)
Given by Warren B. Catlin.
The sum of $35,000 of the annual income of a fund of $2,064,003 for financial assistance to students in the form of loans and/or grants.

Justus Charles Fund (1875) 14,334
Given by Justus Charles.

Curtis E. Chase Memorial Fund (1971) 6,196
Given by his family and friends.
A senior who realizes the importance of serving the United States.

Henry T. Cheever Scholarship (1897) 726
Given by Henry T. Cheever 1834.

Hugh J. Chisholm Scholarship (1915) 83,562
Given by Mrs. Hugh J. Chisholm and Hugh J. Chisholm, Jr.

Claff Scholarship Fund (1963) 26,318
Given by the Claff Charitable Foundation, Dr. C. Lloyd Claff 1918, Chester E. Claff 1921, and Leslie A. Claff 1926.

Samuel Clark, Jr., Scholarship Fund (1941) 18,674
Given by Samuel W. Clark, Jr.
Students serving as assistants, preferably from Portland.

Class of 1872 Scholarship (1903) 3,651
Given by the Class of 1872.

Class of 1881 Scholarship (1907) 5,897
Given by the Class of 1881.

Class of '92 Scholarship Fund (1918) 2,162
Given by the Class of 1892.

Class of 1896 Memorial Scholarship Fund (1917) 8,041
Given by the Class of 1896.

Class of 1903 Scholarship (1914) 28,662
Given by the Class of 1903.
Preference to descendants of members of the Class.

1916 Class Fund (1941) 8,227
Given by the Class of 1916.

Class of 1919 Scholarship Fund (1970) 44,846
Given by the Class of 1919.
Preference to descendants of members of the Class.

Class of 1920 Scholarship Fund (1938) 3,075
Given by the Class of 1920.

Class of 1926 Fund (1951) 53,768
Given by the Class of 1926.

Class of 1929 Memorial Scholarship Fund (1954) 65,158
Given by the Class of 1929.
Preference to descendants of members of the Class.

Class of 1930 Scholarship Fund (1955) 41,318
Given by the Class of 1930.

Class of 1931 Memorial Fund (1956) 30,742
Given by the Class of 1931.

Class of 1932 Scholarship Fund (1957) 30,657
Given by the Class of 1932.

Class of 1933 Memorial Fund (1958) 26,285
Given by the Class of 1933.
Preference to descendants of members of the Class.

Class of 1936 Scholarship Fund (1961) 42,333
Given by the Class of 1936.

Class of 1940 Memorial (1965) 35,658
Given by the Class of 1940.
Preference to students of meritorious scholastic achievement who are athletically adept.

Class of 1942 Memorial Scholarship Fund (1968) 52,147
Given by the Class of 1942.
Two scholarships of one-half the annual income each to freshmen, one to a student of meritorious achievement who is athletically adept and one to a student of meritorious achievement who is adept in the study of classics, music, or art.

1944 Class Fund (1944) 45,733
Given by the Class of 1944.

Class of 1948 Memorial Scholarship Fund (1974) 52,288
Given by the Class of 1948.
Preference to descendants of members of the Class of 1948.

Class of 1949 Scholarship Fund (1974) 48,615
Given by the Class of 1949.

Class of 1950 Scholarship Fund (1976) 114,590
Given by the Class of 1950.

James F. Claverie Memorial Scholarship Fund (1967) 6,294
Given by Mrs. Dorothy A. Claverie.
Preference to descendants of James F. Claverie 1910.

Mary Cleaves Scholarship Fund (1872) 4,499
Given by Mary Cleaves.

Nathan Clifford Scholarship Fund (1975) 7,197
Given by Roger Howell, Jr. 1958.

Philip O. and Alice Meyer Coffin Scholarship Fund (1967) 11,249
Given by Alice M. Coffin.
Preference to students who graduated from the Brunswick High School.

Alfred E. Cohan Scholarship Fund (1970) 25,487
Given by Hannah Seligman.
Students who have an interest in the creative arts.

Sanford Burton Comery Fund (1936) 1,494
Given by the Belmont High School and friends.
Preferably to a student from the Belmont, Massachusetts, High School, or the Thomaston, Maine, High School.

Albert D. and Madelyn Dyer Conley Scholarship Fund (1968) 12,827
Given by Mr. and Mrs. Albert D. Conley in memory of John Small Dyer, Medical 1904.
Preference to physically or socially handicapped students from the State of Maine.

Connecticut Alumni Scholarship Fund (1955) 14,497
Given by the Bowdoin Alumni Association of Connecticut.

Carleton S. Connor Memorial Fund (1963) 41,478
Given by his friends and relatives.
Preference to students from Connecticut.

E. C. Converse Scholarship Fund (1922) 76,752
Given by Edmund Cogswell Converse.

Leon T. and Florence Kennedy Conway Scholarship Fund (1967) 31,337
Given by Leon T. Conway 1911 and Mrs. Conway.
Preference to students from Hackensack and other New Jersey communities.

Harry S. and Jane B. Coombs Fund (1962) 2,418
Given by Mrs. Harry S. Coombs.

Else H. Copeland Scholarship Fund (1955) 40,689
Given by Melvin Thomas Copeland 1906.

Manton Copeland Scholarship Fund (1960) 32,750
Given by friends of Professor Copeland.
Preference to juniors and seniors majoring in biology.

Sanford B. and Elizabeth N. Cousins Scholarship Fund (1974) 15,836
Given by Sanford B. Cousins 1920.

Cram Memorial Scholarship (1872) 1,453
Given by Marshall Cram.

Ephraim Chamberlain Cummings Scholarships (1914) 4,353
Given by Mrs. Ephraim C. Cummings.

Charles M. Cumston Scholarship (1902) 36,117
Given by Charles M. Cumston 1843.
Preferably to graduates of the English High School of Boston.

Mary Decrow Dana Scholarship Fund (1967) 28,479
Given by Luther Dana 1903.

Dr. Murray Snell Danforth Fund (1956) 13,159
Given by Agnes H. Danforth.
Legal residents of Maine preparing for the medical or related professions.

Dr. Murray Snell Danforth Scholarship Fund (1967) 11,939
Given by Clarrissa Danforth Dixon.
Legal residents of Maine preparing for the medical or related professions.

Deane Scholarship in English Literature (1924) 1,483
Given by Mrs. Sarah M. B. Deane.
A deserving student showing particular ability in English literature.

Noel W. Deering and James L. Deering Scholarship Fund (1970) 1,962
Given by Mrs. Noel W. Deering.

Benjamin Delano Scholarship (1877) 1,453
Given by Benjamin Delano.

Delta Psi of Sigma Nu Scholarship (1972) 69,744
Established by Sigma Nu Corporation.
Preference to descendants of Bowdoin Sigma Nu alumni.

Dodge Fund (1959) 26,005
Given by Leon A. Dodge 1913.
Most deserving student who graduated from Lincoln Academy, Newcastle, or if none, to students from Lincoln County.

John C. Dodge Scholarship (1872) 7,312
Given by John C. Dodge 1834 and his family.

James L. and Harriet I. Doherty Scholarship (1931) 10,064
Given by Mrs. James L. Doherty.

Leon F. and Mildred E. Dow Scholarship Fund (1975) 311
Given by Leon F. Dow 1915 and Mrs. Dow.

Frank Newman Drew Scholarship (1926) 2,988
Given by Franklin M. Drew 1858.

Edward A. Drummond Scholarships (1914) 7,545
Given by Edward A. Drummond.
Preferably to students from Bristol.

Joseph Blake and Katharine Randall Drummond Scholarship Fund (1966) 17,865
Given by Mrs. Joseph B. Drummond.
Preference to students from Cumberland County.

Charles Dummer Scholarships (1874) 9,212
Given by Mrs. Charles Dummer.

Edward A. Dunlap, Jr., Family Scholarship Fund (1973) 1,984
Given by Dora M. Dunlap in memory of Edward A. Dunlap, Jr. 1903.

Robert H. Dunlap Scholarship Fund (1970) 369,243
Given by Mrs. Robert H. Dunlap.
For qualified French students to study for a year at Bowdoin or for qualified Bowdoin students to study for a year in France.

Sherman W. Dunn Scholarship Fund (1973) 2,231
Given by Sherman W. Dunn.
For students from Maine.

Jessie Ball du Pont Scholarship Fund (1966) 455,823
Given by Mrs. Alfred I. du Pont.

Emma Jane Eaton Scholarship (1944) 14,939
Given by Mrs. Emma Jane Eaton.
Students who are graduates of the Calais High School or natives of Washington County.

Ayres Mason Edwards Scholarships (1937) 8,030
Given by Mrs. Ayres Mason Edwards.

Robert Seaver Edwards Scholarship Fund (1965) 14,942
Given by an anonymous donor and by family.

John F. Eliot Scholarship (1932) 53,298
Given by John F. Eliot 1873 and Mrs. Eliot.

And Emerson Scholarships (1875) 10,824
Given by And Emerson.

Emery Scholarship (1933) 18,037
Given by Mrs. Anne Crosby Emery Allinson.
For an individual boy to be selected by the dean of the College.

William Engel Fund (1936) 25,687
Given by Mrs. William Engel.

Dana Estes Scholarship (1912) 3,675
Given by Dana Estes.

Guy Parkhurst Estes Scholarships (1958) 130,023
Given by Guy Parkhurst Estes 1909.

Lewis Darenydd Evans II Scholarship Fund (1950) 217,968
Given by Frank C. Evans 1910 and Mrs. Evans.
Scholarships or loans to students from the State of Maine.

Fagone Scholarship Fund (1969) 2,193
Given by Mrs. Helen Bacon Fagone and friends in memory of Francis A. Fagone 1922.
Preference to a student from Portland High School or Deering High School in Portland, Maine, who intends to pursue a medical course of study or one in the natural sciences.

George B. Farnsworth-Thomas P. and Agnes J. Hanley Scholarship Fund (1966) 15,980
Given by Miss Margaret A. Hanley and Daniel F. Hanley 1939.
Preference to juniors and seniors who are premedical students.

Hugh F. Farrington Scholarship Fund (1947) 309
Given by Mrs. Hugh F. Farrington.
A member of the Phi Delta Psi Fraternity to be awarded at the end of his junior year.

G. W. Field Fund (1881) 6,074
Given by George W. Field 1837.
Preference, first, to students or graduates of the Bangor Theological Seminary and, second, to graduates of the Bangor High School.

Herbert T. Field Scholarship Fund (1967) 41,918
Given by Caroline F. Dunton.
Preference to students from Belfast and Waldo County, Maine.

Edward Files Scholarship Fund (1960) 4,397
Given by Charles Edward Files 1908.
Preference to a student from Cornish or a nearby town.

Joseph N. Fiske Scholarship (1896) 1,453
Given by Mrs. Joseph N. Fiske.

John P. Fitch Scholarship Fund (1968) 24,083
Given by Mrs. John P. Fitch.

Dr. Ernest B. Folsom Scholarship Fund (1967) 61,425
Given by Effie I. Jordan.

Ernest B. Folsom Fund (1963) 9,914
Given by the estate of Mable A. Davis.

Wm. E. Foster Scholarship Fund (1968) 108,055
Given by Mrs. Alta Whitehouse Foster.
Preference to students intending to pursue a career in journalism.

Samuel Fraser Scholarship Fund (1969) 3,036
Given by Samuel Fraser 1916.
Students from Masardis, Maine.

Benjamin Apthorp Gould Fuller, of the Class of 1839, Scholarship (1916) 1,856
Given by an anonymous donor.
Preference to a student from Augusta.

George Gannett Fund (1913) 9,395
Given by Mrs. George Gannett.

Paul E. Gardent, Jr., Scholarship Fund (1974) 24,603
Given by Paul E. Gardent, Jr., 1939.

General Electric College Bowl Scholarship Fund (1964) 16,593
Given by the General Electric Company and others.

William Little Gerrish Scholarship (1890) 1,453
Given by Frederic Henry Gerrish 1866.

Charles H. Gilman Scholarship (1924) 1,494
Given by Mrs. Charles H. Gilman.

Given Foundation Scholarship Fund (1960) 124,007
Given by the Irene Heinz Given and John LaPorte Given Foundation, Inc.

Marion D. Glode Scholarship Fund (1974) 4,222
Given by Marion D. Glode.
For qualified and deserving female undergraduates.

Dr. Edwin W. Gould Scholarship (1936) 1,494
Given by Edwin W. Gould, Medical 1887.

Graustein Scholarship Fund (1974) 34,019
Given by Archibald R. Graustein.

Joseph and Lester Gumbel Scholarship Fund (1959) 24,801
Given by Lester Gumbel 1906.

Henry W. and Anna E. Hale Scholarship Fund (1945) 21,631
Given by an anonymous donor.

John P. Hale Scholarship (1916) 5,647
Given by Mrs. John P. Hale and Mrs. Elizabeth Hale Jacques.

Hall-Mercer Scholarship Fund (1940) 111,621
Given by the Reverend Alexander G. Mercer.

Hancock County Scholarship Fund (1976) 25,245
Given by David Rockefeller.
Preference to deserving and needy students from Hancock County.

John F. Hartley Scholarship (1915) 20,897
Given by Frank Hartley.
Students or graduates intending to enter the profession of the law.

Moses Mason Hastings Fund (1933) 13,077
Given by Mrs. Fred H. Dodge.
Preferably to students from Bethel and Bangor.

Hasty Scholarship Fund (1912) 1,494
Given by Almira K. Hasty.
Preferably to students from Portland or Cape Elizabeth.

Edward C. and Harriet C. Hawes Scholarship Fund (1972) 803
Given by family and friends.
Preference to residents of Bangor, Maine.

Hawes-George Scholarship Fund (1972) 102,745
Given by Winthrop Bancroft.
Preference to ROTC students from Maine.

Hazen Scholarship Fund (1974) 6,476
Given by William H. Hazen 1952.

James F. Herlihy Fund (1971) 295,342
Given by James F. Herlihy.
Preference to premedical students.

Edna L. Higgins Fund (1974) 86,881
Given by Edna L. Higgins.
Preference to students from the greater Portland area.

John W. and Florence S. Higgins Scholarship Fund (1966) 302,855
Given by John W. Higgins 1902 and Mrs. Higgins.
Preference to students from Starks, Skowhegan, Somerset County, and Maine, in that order.

Ernest Laurence Hill Scholarship Fund (1960) 146,283
Given by Mrs. Annette S. Hill.

Linnie P. Hills Fund (1963) 11,389
Given by Mrs. Linnie P. Hills.

Currier C. Holman 1906 Scholarship Fund (1973) 3,039
Given by Joseph F. Holman.
Preference to students from Franklin County, Maine.

Leland W. Hovey Scholarship Fund (1973) 13,529
Given by various donors.

Howe Scholarship (1931) 65,983
Given by Lucien Howe 1870.
Preferably to students intending to study ophthalmology or allied subjects.

Caroline Huntress Scholarship Fund (1943) 1,463
Given by Roderick L. Huntress 1927.

Roscoe Henderson Hupper Scholarship Fund (1968) 19,209
Given by Mrs. Roscoe H. Hupper.

Guy H. Hutchins Scholarship (1943) 1,494
Given by Guy H. Hutchins, Medical 1899.
A student majoring in biology or chemistry.

Winfield S. Hutchinson Scholarships (1959) 43,722
Given by Mrs. Winfield S. Hutchinson.

Roscoe C. Ingalls Scholarship Fund (1973) 86,187
Given by his family.

Charles T. Ireland, Jr., Scholarship Fund (1974) 112,200
Given by family and friends.

William Dunning and Mary Elliott Ireland Scholarship Fund (1968) 35,319
Given by members of the family and friends.
Preference to a student who has had some connection with the College in the past.

Ireson-Pickard Scholarship (1960) 6,201
Given by Jennie E. Ireson.

Howard Rollin Ives Memorial Scholarship (1917) 50,941
Given by friends of Howard Rollin Ives 1898.

Parker and Edwin D. Jaques Fund (1974) 5,731
Given by Clara B. Bixler.

Henry Whiting Jarvis Scholarship Fund (1954) 1,463
Given by Mrs. Eleanor Jarvis Newman.

Alfred Johnson Scholarships (1870) 4,352
Given by Alfred Waldo Johnson 1845.

John Johnston Fund (1938) 37,348
Given by Albert W. Johnston.

Dr. R. Fulton and Margaret Hartley Johnston Scholarship Fund (1974) 3,981
Given by Dr. R. Fulton Johnston 1924.
Preference to juniors and seniors who are premedical students.

Sarah Maude Kaemmerling Scholarship and Loan Fund (1959) 132,832
Given by Mrs. Sarah Maude Kaemmerling.

Kappa Scholarship Fund (1947) 7,177
Given by Charles S. F. Lincoln 1891.
To a member of the Psi Upsilon Fraternity.

Frederick L. Kateon Scholarship (1971) 15,825
Given by Frederick L. Kateon.
One-third to a student majoring in foreign languages, one-third to a student tending toward public life or the law, and one-third to a student pursuing premedical courses.

Dean Nathaniel C. Kendrick Scholarship Fund (1970) 12,431
Given by his family and friends.

Frank H. Kidder Scholarship (1929) 31,870
Given by Frank H. Kidder.
Preference to graduates of Thayer Academy or students from Massachusetts.

Monte Kimball Scholarship Fund (1970) 68,631
Given by W. Montgomery Kimball 1923.
Preference to students from Henderson County, North Carolina.

Bowdoin Martin Luther King, Jr., Scholarship (1971) 1,653
Given by various donors.

Charles Potter Kling Fund (1934) 74,697
Given by Charles P. Kling.
Provides tuition and books for students of colonial or revolutionary ancestry.

George B. Knox Fund (1962) 884,883
Given by George B. Knox 1929 and Mrs. Knox.

Donald Nash Koughan Scholarship (1972) 1,639
Given by Mrs. Donald N. Koughan.
Preference to students who are doing their major work in English.

Samuel Appleton Ladd, Jr., Scholarship Fund (1969) 14,632
Given by the Class of 1929.
Juniors and/or seniors interested in pursuing a business career.

Frederic Evans Lally Scholarship (1902) 726
Given by Frederic Evans Lally 1882.

Joseph Lambert Fund (1896) 1,449
Given by Mrs. Ann E. Lambert.

Donovan D. Lancaster Scholarship (1969) 10,699
Given by members of Alpha Rho Chapter, Kappa Sigma Fraternity, and other friends.
Preference to an active member of Alpha Kappa Sigma Fraternity.

John V. Lane Scholarship (1942) 7,470
Given by Susan H. Lane.

David G. Lavender Scholarship Fund (1974) 16,917
Given by David G. Lavender 1955.
Preference to students of middle-income families.

Lawrence Foundation (1847) 9,293
Given by Mrs. Amos Lawrence.
Preference to graduates of Lawrence Academy.

Lawrence Scholarship (1926) 37,377
Given by Mrs. Samuel C. Lawrence.
Students residing in the State of Maine.

Guy W. Leadbetter Scholarship Fund (1974) 6,032
Given by Guy W. Leadbetter, Jr., 1947 in honor of Guy W. Leadbetter, M.D., 1916.
Preference to students with strong academic records who are physically adept.

Richard Almy Lee Scholarship (1910) 2,988
Given by Mrs. Elizabeth Lee Eliot and Miss Sylvia Lee.
Preference to a member of the Beta Theta Pi Fraternity.

Edward K. Leighton Scholarships (1953)
Given by Edward K. Leighton 1901.
A part of the income of the Edward K. Leighton Fund.
Students residing in Knox County.

Leon Leighton and Margaret B. Leighton Scholarship Fund (1944) 14,939
Given by Leon Leighton, Jr., 1919.
Preference to descendants of alumni of Bowdoin College.

Frank E. and Nellie V. Leslie Scholarship Fund (1967) 5,506
Given by Nellie V. Leslie.
Preference to students from Maine or Massachusetts pursuing a pre-medical course.

Weston Lewis Scholarship (1919) 22,409
Given by Mrs. Weston Lewis.

John W. Leydon Memorial Scholarship Fund (1972) 1,503
Given by his family and friends.

Charles F. Libby Scholarship (1915) 4,885
Given by Charles F. Libby 1864.
A student and resident of Portland, preferably pursuing a classical course.

Lucien P. Libby Memorial Scholarship (1971) 15,670
Given by Mrs. Lucien P. Libby.
Preference to boys from Portland, Maine.

Amos D. Lockwood Scholarship (1888) 1,648
Given by Mrs. Sarah F. Lockwood.

George C. Lovell Scholarship (1917) 2,949
Given by Mrs. George C. Lovell.
Preference to a student from Richmond.

Lubec Scholarship Fund (1961) 59,931
Given by Sumner T. Pike 1913.
Preference to current or former residents, or descendants of residents, of Lubec, with second preference to students similarly associated with other communities in Washington County.

Moses R. Ludwig and Albert F. Thomas Scholarships (1884) 1,519
Given by Mrs. Moses R. Ludwig.

Earle Howard Lyford Scholarship (1956) 2,697
Given by Mrs. Earle Howard Lyford.

Frederick J. and Hope M. Lynch Fund (1968) 20,913
Given by Hope M. Lynch.
Preference to students born and residing in Maine.

Louis Blalock McCarthy Scholarship Fund (1966) 18,771
Given by his family and friends.

Scott S. McCune Scholarship Fund (1963) 30,040
Given by Mr. and Mrs. George W. McCune, Jr., George B. Knox 1929, and Mrs. Knox.
Preference to students from Idaho and Utah.

Daniel K. MacFayden Scholarship Fund (1972) 7,439
Given by family and friends.
Preference to students who have earned a varsity letter in baseball.

S. Forbush McGarry, Jr., Scholarship Fund (1941) 31,664
Given by S. Forbush McGarry, Jr., 1936 and Caroline McGarry.

Greenwood H. McKay Fund (1965) 10,962
Given by Roland L. McKay, Medical 1908.
Preference to students from Augusta.

McKee Scholarship Fund (1975) 840
Given by Charles D. McKee.

Max V. MacKinnon Scholarship Fund (1968) 1,126
Given by Mrs. Louise McCurdy MacKinnon.

George Clifton Mahoney Fund (1939) 12,414
Given by George C. Mahoney 1891.

William N. Mann Scholarship Fund (1969) 2,686
Given by William N. Mann.
Preference to residents of Yarmouth, Maine, or second, to graduates of North Yarmouth Academy.

Richard S. Mason Scholarships (1958)
Given by Jane Graham Mason.
One-third of the income of a fund of $52,636.

Charles P. Mattocks Scholarship (1955) 2,817
Given by Mrs. Mary M. Bodge.

Francis LeBaron Mayhew Scholarship Fund (1922) 9,461
Given by Mrs. Francis LeBaron Mayhew.

James Means Scholarship (1885) 3,048
Given by William G. Means.

Joseph E. Merrill Scholarships (1909)
Given by Joseph E. Merrill 1854.
The sum of $4,000 annually from the income of a fund of $494,441. To American-born students, preferably those born in Maine.

Millar Family Scholarship Fund (1974) 6,941
Given by members of the family in honor of James S. Millar 1957.

Minnesota Scholarship Fund (1974) 7,056
Given by alumni of the Minnesota area.
Preference to students from Minnesota.

Edward F. Moody Scholarship (1912) 13,210
Given by Inez A. Blanchard and others.
To a meritorious student for proficiency in chemistry.

Jennie L. Moody Fund (1947) 29,879
Given by William A. Moody 1882.

Hoyt A. Moore Scholarship Fund (1954) 141,520
Given by Hoyt A. Moore 1895.
For Maine boys, preferably from Ellsworth and other places in Hancock County.

Malcolm E. Morrell Scholarship Fund (1967) 28,675
Given by his friends.

Freedom Moulton Scholarship Fund (1933) 15,529
Given by Augustus F. Moulton 1873.

New Hampshire Charitable Fund Scholarship (1964) 32,763
Given by the New Hampshire Charitable Fund and New Hampshire Alumni.
A student residing in New Hampshire.

Edward Henry Newbegin Scholarship (1909) 2,176
Given by Henry Newbegin 1857.

Guilford S. Newcomb Scholarship (1939) 1,494
Given by Edward R. Stearns 1889.
A worthy student from Warren.

Crosby Stuart Noyes Scholarships (1897) 5,804
Given by Crosby Stuart Noyes.
Preference to natives or residents of Minot.

O'Brien Scholarship (1935) 7,470
Given by Mrs. Harriet O'Brien Walker.
Preferably to students from Machias.

Osborne-Fawcett Scholarship Fund (1967) 21,921
Given by Mrs. D. C. Osborne.
Preference to students from the New York City-Long Island, N. Y., area.

Packard Scholarship (1905) 2,986
Given by Alpheus S. Packard, Jr., 1861.
A student in botany, geology, or zoology.

Toby Parker Memorial Scholarship Fund (1973) 19,377
Given by Mrs. John H. Halford.
Preference to students from Maine with a strong interest in music.

George Winfield Parsons Scholarship (1956) 3,280
Given by Harry S. Parsons, Medical 1891.
To a student from Brunswick.

Lindley F. and Mabelle Foss Parsons Scholarship Fund (1969) 4,309
Given by Marcus L. Parsons 1941.
Preference to students from Somerset County, Maine, or second, to students from rural Maine.

John H. Payne Scholarship (1947) 14,192
Given by John H. Payne 1876.
Preferably students born and brought up in the State of Maine.

John H. and Ernestine A. Payne Scholarship Fund (1947) 195,850
Given by Mrs. John H. Payne.
Preferably students born and brought up in the State of Maine.

Charles Henry Payson Scholarship Fund (1935) 232,888
Given by Mrs. Charles H. Payson and members of the Payson family.

Roland Marcy Peck Memorial (1917) 1,453
Given by Anna Aurilla Peck.

Woolf Peirez Scholarship Fund (1958) 50,915
Given by Louis A. Peirez.
Students from New York City or Nassau County, preferably those who are foreign born or are of foreign-born parents.

Samuel H. and Sarah Allen Perkins Scholarship Fund (1947) 1,505
Given by Dr. Anne E. Perkins and Dr. Effie A. Stevenson.

Arthur Lincoln Perry Scholarship (1936) 7,470
Given by Mary Adelia Perry.

Trueman S. Perry Scholarship (1939) 1,317
Given by Trueman S. Perry 1850.
A student looking to the Evangelical ministry as a profession.

Mary C. and John A. Peters Scholarship Fund (1973) 201,187
Given by Mary C. Peters.
Preference to students from Ellsworth or Hancock County, Maine.

Phi Delta Psi-Alpha Tau Omega Scholarship Fund (1973) 1,985
Given by Phi Delta Psi Fraternity, Inc.
Preference to descendants of members of Phi Delta Psi-Alpha Tau Omega.

Henry B. Phillips Scholarship Fund (1975) 1,204
Given by his wife, daughter, friends, and classmates.

Margaret M. Pickard Scholarship Fund (1954) 46,363
Given by John C. Pickard 1922.

Pierce Scholarship (1878) 1,524
Given by Lydia Pierce.

Stanley Plummer Scholarship (1920) 3,011
Given by Stanley Plummer 1867.
Preference to students born in Dexter.

Pope Scholarship Fund (1974) 9,150
Given by Everett P. Pope 1941, Eleanor H. Pope, Laurence E. Pope II 1967, and Ralph H. Pope 1969.

Alton S. Pope Scholarship (1970) 3,700
Given by Mrs. Alton S. Pope and Philip H. Pope 1914.
Preference to graduates of Cony High School, Augusta, Maine.

L. Robert Porteous, Jr., Fund (1974) 26,159
Given by L. Robert Porteous, Jr., 1946.
Preference to students from the greater Portland area.

Portland Savings Bank Scholarship (1976) 2,000
Given by Portland Savings Bank.
Preference to qualified applicants for assistance who reside in Cumberland and York counties.

Potter Scholarship (1950) 78,431
Given by Caroline N. Potter.

Walter Averill Powers 1906 Scholarship Fund (1963) 12,153
Given by Ralph A. Powers 1913.
A student residing in the State of Maine.

John Finzer Presnell, Jr., Scholarship Fund (1947) 1,494
Given by Mr. and Mrs. John F. Presnell.
A student of high Christian principles.

C. Hamilton Preston, Class of 1902, Scholarship (1955) 2,817
Given by C. Hamilton Preston 1902.

Charles Baird Price III Scholarship Fund (1974) 13,163
Given by his family, classmates, and friends.
Preference to students from Kentucky.

Annie E. Purinton Scholarship (1908) 8,164
Given by Mrs. D. Webster King.
Preference to a Topsham or Brunswick boy.

Albert P. Putnam Scholarship Fund (1973) 817
Given by Fred L. Putnam 1904 in memory of his son of the Class of 1936.
Preference to students from Aroostook County.

Henry Brewer Quinby Scholarship Fund (1930) 64,239
Given by Mrs. Gurdon Maynard.
Preference to students from Maine, of American ancestry on both sides.

Henry Cole Quinby Scholarship (1962) 141,134
Given by Florence C. Quinby.
Preference to students from Kents Hill School.

Returned Scholarships (1933) 18,583
Given by various persons.

C. Earle Richardson and Ethel M. Richardson Fund (1962) 102,760
Given by C. Earle Richardson 1909.
Preference to students from Maine.

Flora T. Riedy Fund (1965) 16,444
Given by Flora T. Riedy.
Scholarships or loans to students.

Lawrence Rosen Scholarship Fund (1975) 5,000
Given by Irving Usen and other friends in memory of Lawrence Rosen 1927.

Rodney E. Ross 1910 Scholarship Fund (1965) 28,147
Given by Rodney E. Ross 1910.

Clarence Dana Rouillard 1924 Fund (1975) 7,000
Given by Clarence Dana Rouillard 1924.
Preference for its use be given to the Malcolm E. Morrell Scholarship Fund.

Frank D. Rowe Scholarship Fund (1975) 1,848
Given by Mrs. Gertrude N. Rowe and friends.

Walter L. Sanborn Oxford County Scholarship Fund (1948) 28,960
Given by Walter L. Sanborn 1901.
Residents of Oxford County, preferably from Norway and Paris.

Mary L. Savage Memorial Scholarship (1872) 1,596
Given by William T. Savage 1833.

Vernon and James Segal Fund (1966) 1,685
Given by Vernon L. Segal 1943 and James S. Segal 1950.
Scholarships or loans to students.

Stephen Sewall Scholarship (1873) 1,596
Given by Stephen Sewall.

William B. Sewall Scholarship (1870) 1,687
Given by Mrs. William B. Sewall.

Charles Burnham Shackford Scholarship Fund (1963) 11,611
Given by Martha Hale Shackford.
A student or students studying in the humanities.

Charles Wells Shaw Scholarship (1942) 1,494
Given by Mrs. William Curtis Merryman.
Preference to residents of Bath or Brunswick.

Shepley Scholarship (1871) 1,937
Given by Ether Shepley.

Shumway Scholarship (1959) 118,030
Given by the family of Sherman N. Shumway 1917.
Students giving evidence of interest and ability in accomplishing leadership in campus activities and citizenship.

Wayne Sibley Scholarship (1956) 55,003
Given by the George I. Alden Trust and his family.
Preferably to a student from Worcester County, Massachusetts.

Edward S. C. Smith Scholarship (1975) 68,683
Established by bequest of Frances Elizabeth Shaver Smith, widow of Edward S. C. Smith, of the Class of 1918.
An award not to exceed $1,000 per annum for the highest ranking rising senior major in geology. If there is no qualifying senior in geology, the award shall go to the highest ranking rising senior major in chemistry, physics or mathematics, in that order.

Freeman H. and Anne E. Smith Scholarships (1934) 2,988
Given by Mrs. Cora A. Spaulding.
To two students preferably from North Haven, Vinalhaven, or Rockland.

Dr. Joseph I. Smith Scholarship Fund (1974) 4,990
Given by family and friends.
Preference to students from Morse High School in Bath, Maine, or Brunswick High School in Brunswick, Maine.

Society of Bowdoin Women Foundation (1971) 53,916
Given by the Society of Bowdoin Women.
$1,000 awards to undergraduate women students.

Joseph W. Spaulding Fund (1926) 3,734
Given by Mary C. Spaulding.
To a member of the freshman class.

Ellis Spear Scholarship (1919) 16,442
Given by Ellis Spear 1858.

William E. Spear Scholarship Fund (1924) 1,785
Given by Mrs. William E. Spear.

John G. Stetson '54 Fund (1954) 81,941
Given by Marian Stetson.
Preference to boys from Lincoln County.

Ellsworth A. Stone Scholarship Fund (1971) 10,106
Given by Ellsworth A. Stone.
Preference to students from Lynn, Massachusetts, or vicinity.

William Law Symonds Scholarship (1902) 5,031
Given by his family.
Preference to a student showing tendency to excellence in literature.

Jane Tappan Scholarship Fund (1956) 10,318
Given by Margaret Tappan Shorey.

W. W. Thomas Scholarship (1875) 8,707
Given by William Widgery Thomas 1860.

Wolfgang R. Thomas Family Scholarship Fund (1975) 5,003
Given by Wolfgang R. Thomas 1929.

Earle S. Thompson Scholarship Fund (1961) 264,330
Given by Earle S. Thompson 1914.
Preference, first, to graduates of high schools in Sagadahoc County or whose homes are in that county and, second, to those residing in the State of Maine.

Frederic Erle Thornlay Tillotson Scholarship Fund (1962) 30,210
Given by his friends.
A freshman interested and talented in music.

Marvin Tracey Memorial Scholarship Fund (1965) 2,924
Given by Mrs. Dorothy Simon.

Hiram Tuell Fund (1946) 747
Given by Harriet E. and Anne K. Tuell.

21 Appleton Hall Scholarship (1940) 4,308
Given by its former occupants.

Walker Scholarships (1935) 37,348
Given by Annetta O'Brien Walker.

Leon V. Walker Scholarship Fund (1973) 30,698
Given by his family.

Genevieve Warren Memorial Scholarship Fund (1967) 16,923
Given by Herbert E. Warren 1910.

John Prescott Webber, Jr., Scholarship (1902) 3,965
Given by John P. Webber.

George Webster Scholarship (1947) 4,482
Given by Mary L. Webster.

Arthur D. and Francis J. Welch Scholarship Fund (1967) 226,455
Given by Mr. and Mrs. Edward P. Morgan, Vincent B. Welch 1938, and Mrs. Welch.
Preference to academically talented students of high character, with leadership potential and athletic proficiency, and from outside New England.

Vincent B. and Barbara G. Welch Scholarship Fund (1975) 1,000
Given by Vincent B. Welch 1938.

Wentworth Scholarship Fund (1937) 1,494
Given by Walter V. Wentworth 1886.

Dr. Clement P. Wescott Fund (1973) 4,958
Given by Annie L. Wescott.
Students from the State of Maine.

Henry Kirke White and Jane Donnell White Fund (1951) 16,466
Given by Florence Donnell White.
Preference to students specializing in classics or mathematics.

Ellen J. Whitmore Scholarship (1903) 2,903
Given by Ellen J. Whitmore.

Huldah Whitmore Scholarships (1887) 7,254
Given by William G. Barrows 1839.

Nathaniel McLellan Whitmore and George Sidney Whitmore Scholarships (1887) 3,131
Given by Mary J. Whitmore.

Walter F. Whittier Scholarship Fund (1974) 45,303
Given by Hannaford Brothers Company.
First preference to children of employees of Hannaford Brothers Company and second preference to residents of the State of Maine.

Ralph L. Wiggin Scholarship Fund (1971) 5,223
Given by Mrs. Ralph L. Wiggin.
Preference to students from Rockland, Maine, or Knox County.

Elisabeth Clark Wilder Scholarship Fund (1973) 10,203
Given by the Society of Bowdoin Women and members and friends of the Wilder family.
To provide assistance to qualified and deserving women students.

Frederick W. and Elizabeth M. Willey Scholarship Fund (1963) 14,175
Given by Frederick W. Willey 1917 and Mrs. Willey.

Samuel J. and Evelyn L. Wood Scholarship Fund (1975) 45,000
Given by the trustees of the Samuel J. and Evelyn L. Wood Foundation, Inc.

William E. and Rosette M. Woodard Scholarship Fund (1973) 11,919
Given by Edward J. and Eleanor W. Geary.
Preference to students from Maine.

Roliston G. Woodbury Scholarship Fund (1964) 17,208
Given by his friends.

Dr. Allan Woodcock Scholarship Fund (1975) 2,696
Given by his family, associates, and friends.
Preference to undergraduates from Penobscot County and northeastern Maine.

Richard Woodhull Scholarship (1912) 14,886
Given by Mary E. W. Perry.
Preference to the descendants of the Reverend Richard Woodhull.

Cyrus Woodman Scholarships (1903) 14,412
Given by Mary Woodman.

Paul L. Woodworth Scholarship Fund (1970) 1,012
Given by Madeline P. Woodworth.
Preference to students from Fairfield, Somerset County, and Maine, in that order.

Chester H. Yeaton Scholarship Fund (1976) 10,000
Given by Evelyn H. Yeaton, sister of Chester H. Yeaton 1908.
Preference to descendants of Franklin Augustus Yeaton and then to residents of Richmond or Bowdoinham, Maine, showing aptitude and interest in the field of mathematics.

Fountain Livingston Young and Martha Higgins Young Scholarship Fund (1964) 26,759
Given by Paul C. Young 1918 and John G. Young 1921.
Preference to descendants of Fountain and Martha Young, or to residents of Texas.

Louis J. Zamanis Scholarship Fund (1961) 9,590
Given by Mrs. Louis J. Zamanis.

ANNUALLY FUNDED

Alumni Fund Scholarships
Given by the Directors of the Alumni Fund.
A portion of the receipts of the Alumni Fund, to provide scholarships for entering freshmen. These awards are in varying amounts depending on the financial status of each candidate; selections are made by the Faculty Committee on Admissions and Student Aid.

George F. Baker Scholarships
Given by the George F. Baker Trust.
Awarded annually to three or four young men who give promise of leadership in American life. The specific amount of each award depends on the need of the individual and may be as much as $2,500. The awards are renewable throughout the recipients' Bowdoin careers, subject to continued need and effective performance. No restrictions to any particular field or career, although there is special interest in those aiming at careers in business as the start, at least, of their life work.

Henry Francis Barrows Scholarship
Given by the Fanny Barrows Reed Trust.
One or more scholarships, for Protestant students.

Linda Berry Memorial Scholarship
Given by her husband, Walter E. Berry 1963.
A gift of $50 to be awarded to an undergraduate woman student.

Bowdoin Club of Boston Scholarship
Given by the Bowdoin Club of Boston.
An annual gift for an enrolled student from the Boston area.

Bowdoin Family Association Scholarship
Given by the Directors of the Bowdoin Family Association.
An award, usually equal to tuition, to a deserving candidate from outside New England. Selection is made by a committee composed of the dean of the College, the director of admissions, and a member of the Faculty Committee on Admissions and Student Aid.

James Bowdoin Scholarship
Given by the estate of Clara Bowdoin Winthrop.
A gift of $2,000.

Stuart F. Brown Scholarship
Given by Mrs. Stuart F. Brown and family.
An annual scholarship of $1,000. Preference to students from Whitinsville and Uxbridge or other towns and cities in Worcester County, Massachusetts.

College Linen Supply, Inc., Scholarship
Given by College Linen Supply, Inc.
A gift of $300.

Consolidated Constructors, Inc., Scholarship
Given by Consolidated Constructors, Inc.
A gift of $3,900. Preference to students from Maine.

William W. Curtis Memorial Scholarship
An annual gift provided by Mrs. William W. Curtis and others.

Noel W. Deering and James L. Deering Scholarship
Given by Mrs. Noel W. Deering.
A gift of $500. Preference to an unmarried male "Maine Yankee."

Theo A. de Winter Scholarship
Given by Theo A. de Winter 1954.
A gift of $400.

Leon F. and Mildred E. Dow Scholarship
Given by Leon F. Dow 1915.
A gift of $200. Preference to students who are graduates of Livermore Falls High School or Jay High School.

Paul E. Farnham Memorial Scholarship
An annual gift provided by Mrs. Paul E. Farnham.

Captain James G. Finn Memorial Scholarship
Given by Mrs. I. A. O'Shaughnessy.
A gift of $1,000.

Janet M. Frazier Memorial Scholarship
An annual gift provided by various donors.

Paul E. Gardent, Jr., Scholarships
An annual gift provided by Paul E. Gardent, Jr. '39.

Gillies-Rust Scholarship
Given by Mrs. William B. Gillies, Jr., and the Rust Foundation.
An annual gift of $500.

John W. Harrison Memorial Scholarship
A gift in memory of John W. Harrison '38 provided by various donors.

Roscoe Henderson Hupper Scholarship
Given by Mrs. Roscoe H. Hupper.
First preference to students who are graduates of Hebron Academy.
Second preference to students from the State of Maine.

Abraham S. Levey and Fannie B. Levey Foundation Scholarships
Given by the Second Abraham S. and Fannie B. Levey Foundation.
A gift of $750.

Agnes M. Lindsay Scholarships
Given by Agnes M. Lindsay Trust.
An annual gift of $8,000. Preference for students from rural New England.

Philip R. Lovell Scholarship
Given by Mrs. Philip R. Lovell.
A gift of $500.

Maine National Bank
An annual gift of approximately $2,500 provided by the Maine National Bank.

Parker Cleaveland Newbegin Scholarship
Given by Mr. and Mrs. O. H. Woolford.
An annual scholarship of $400. Preference to students evidencing an interest in classics, Latin, or Greek.

Jessie Smith Noyes Foundation, Inc., Scholarships
Given by Jessie Smith Noyes Foundation, Inc.
A grant of $10,000.

Pennwalt Scholarships
Given by the Pennwalt Corporation.
An annual gift of $10,000 with preference to students interested in science or economics and to sons and daughters of Pennwalt employees.

Presser Foundation Scholarship
Given by the Presser Foundation.
An annual gift of $400 with preference to those students who are preparing to become teachers of music.

Allen Rogers Memorial Scholarship
Given by Mrs. Allen Rogers and friends.
A gift of $500.

Salina Press, Inc., Scholarship
Given by Salina Press, Inc.
A gift of $100.

W. F. Senter Company Scholarship
A gift in memory of Wilbur F. Senter, founder of the W. F. Senter Company. For a student from the greater Brunswick area.
An annual gift of $1,000.

State of Maine Higher Education Facilities Commission
Tuition Equalization Fund for Maine students.
A grant of $24,000.

Hattie M. Strong Foundation Scholarship Fund in Memory of Justice Harold Hitz Burton
Given by the Hattie M. Strong Foundation.
An annual gift of $4,000.

Patricia K. Turner
An annual gift provided by various donors.

Union Mutual Scholarship Fund
Given by Union Mutual Charitable Foundation.
A grant of $1,000.

Elisabeth Clark Wilder Scholarship
Given by Theo A. de Winter 1954.
An annual gift of $400.

Graduate Scholarships

ARTS AND SCIENCES

Class of 1922 Graduate Scholarship Fund: A fund of $150,292 from an anonymous donor honoring the members of the Class of 1922, living and deceased. The income from the fund is to be awarded to a deserving member of the graduating class to help defray the expenses of graduate work designed to assist him in preparing for a career in teaching at either the college or the secondary school level. (1965)

Charles Carroll Everett Scholarship: A fund of $20,905 bequeathed by Miss Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the president and faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1904)

Timothy and Linn Hayes Graduate Scholarship Fund: A fund of $4,436 given by Timothy and Linn Hayes for support of postgraduate or undergraduate studies in the social sciences, i.e., those branches of knowledge which deal with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society. (1970)

Guy Charles Howard Scholarship: A fund of $27,838 bequeathed to the College by Miss Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a postgraduate course in this or some other country, such student to be designated by the Faculty." (1958)

Henry W. Longfellow Graduate Scholarship: A fund of $15,026 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Annie L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—

Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way." (1907)

The Wilmot Brookings Mitchell Graduate Scholarship: An award from a fund of $47,371 established by Hugh A. Mitchell, of the Class of 1919, "to honor the memory of my father and his love for Bowdoin." Professor Mitchell was a member of the Class of 1890 and from 1893 to 1939 Edward Little Professor of Rhetoric and Oratory. The award is made by the president upon recommendation of a committee composed of the three senior professors of the Department of English "to a member of each graduating class who has majored in English and intends to teach English, the winning candidate to be selected on the basis of character as well as superior ability and talent for teaching." The award is to be used to help defray the costs of graduate work in a leading university in this country or England. (1965)

Galen C. Moses Graduate Scholarship: A fund of $7,596 bequeathed by Emma H. Moses in memory of her husband, a member of the Class of 1856, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course." (1934)

O'Brien Graduate Scholarship: A fund of $29,879 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

Nathan Webb Research Scholarship in English or English Literature: A fund of $41,208 bequeathed to the College by Dr. Latham True in memory of his wife's father, the Honorable Nathan Webb, LL.D., the income to be used to support a scholarship of $1,200 annually. The recipient must have received his A.B. from Bowdoin, preferably be unmarried, and use the scholarship in his study toward a Ph.D. "If deemed advisable, the said scholarship may be awarded to the same student for two or three years in succession, but no longer." (1963)

LAW AND MEDICINE

Garcelon and Merritt Fund: About $20,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and

Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, at the discretion of the Board of Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men . . . in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school. (1892)

Lee G. Paul Scholarship: A fund of $48,405 given by Lee G. Paul, of the Class of 1929, the income to be used to provide financial assistance to graduates attending the Harvard University School of Law and requiring financial aid.

To qualify for a scholarship award from this fund a student must have been admitted to the College only after meeting all requirements for admission applicable to all candidates for admission and must have met during his undergraduate years at the College at least the minimum standards of performance expected of all students.

There is to be no discrimination either in favor of or against any student because of race, color, creed, sex or disadvantaged background in the award of scholarships from this fund. (1964)

Robinson-Davis Fund: A fund of $191,376 given in trust under the will of Beatrice R. Davis in memory of Frank W. Robinson and Dr. Horace A. Davis, the income to be used to provide graduate scholarships for students, preferably natives and residents of Maine. Forty percent of the income is to be used for those who intend to study and practice law. The balance is for those who intend to study and practice medicine. (1972)

Other Student Aid Funds

LOAN FUNDS

The following loan funds were established to assist students in unexpected circumstances to continue their college courses.

Bowdoin Family Association Loan-Scholarship Fund (1973) $10,205

Given by the Bowdoin Family Association.

Financial assistance with preference first, for loans, and second, for scholarships.

Bowdoin Loan Fund (1959) 335,323
College appropriation.

Cummings Loan Fund (1943) 3,296
Given by George O. Cummings 1913.
Administered by the deans.

Davenport Loan and Trust Fund (1908) 15,369
Given by George P. Davenport 1867.

George P. Davenport Student Loan Fund (1959) 3,216
Given by the Trustees of the Davenport Fund.
Residents of the State of Maine, preferably graduates of Morse High School, Bath.

Harry Fabyan Students' Aid Fund (1966) 5,367
Given by Mrs. Harry C. Fabyan.
Administered by the president of the College.

Guy P. Gannett Loan Fund (1941) 19,755
Given by an anonymous donor.

Augustus T. Hatch Loan Fund (1958) 5,726
Given by the Davenport-Hatch Foundation, Inc.

Albion Howe Memorial Loan Fund (1903) 5,053
Given by Lucien Howe 1870.

Edward P. Hutchinson Loan Fund (1940) 3,480
Given by Edward P. Hutchinson 1927.
Administered by the deans.

William DeWitt Hyde and Kenneth C. M. Sills Loan Fund (1964) 29,473
Established by Fred R. Lord 1911.
Administered by the president and dean of the College.
For undergraduates, instructors, and assistant professors.

Arthur Stephen Libby Memorial Fund (1949) 1,748
Given by Mrs. Arthur S. Libby.

Wendy McKnight Student Loan Fund (1972) 402
Given by family and friends.

Charles W. Marston Loan Fund (1960) 5,737
Given by Mrs. Charles W. Marston.

Meddiebempsters Loan Fund (1950) 804
Given by "The Meddiebempsters."

Carleton P. Merrill Loan Fund (1963) 10,740
Given by Ella P. Merrill.

New England Society Loan Fund (1947) 3,087
Given by the New England Society in the City of New York.

Paul K. Niven, Sr., Student Loan Fund (1974) 47,153
Given by Paul K. Niven, Sr. 1916.

Jessie Smith Noyes Foundation Fund (1972) 20,503
Given by Jessie Smith Noyes Foundation, Inc.
For women students.

President's Loan Fund (1909) 24,789
Given by various donors.

Alfred P. Sloan Foundation Loan Fund (1960) 15,729
Given by the Alfred P. Sloan Foundation, Inc.

MISCELLANEOUS

John L. Roberts Fund: A fund of $27,369 given by John L. Roberts of the Class of 1911 to assist some underprivileged scholar, other than a teacher or one contemplating teaching, to do research in any field he may choose. (1958)

Harold Hitz Burton Student Book Fund: A fund of $12,548 given in honor and memory of the late Honorable Harold Hitz Burton, LL.D., of the Class of 1909, by members of the Bowdoin Club of Washington and others to assist needy Bowdoin undergraduates in the purchase of books required in their courses. Administered by the dean of students. (1967)

Davis Fund: A fund of $2,688 established by Walter G. Davis to encourage undergraduate interest in international affairs. Administered in such manner as the president of the College may direct. (1934)

The Curriculum

Bowdoin does not prescribe a pattern of required liberal arts courses for all students. Instead, each student determines, with the help and approval of his academic counselor, what pattern of courses is most liberating for him. This practice is based on the belief that each student has come to Bowdoin to pursue seriously a liberal education. Courses, it is assumed, do not lead simply to other courses in the same subject, but properly taught, they raise questions and evoke a curiosity that other disciplines must satisfy. The College also recognizes through its course offerings the importance of relating a liberal education to a society whose problems and needs are continually changing.

The breadth of a liberal arts education is supposed to distinguish it from professional training, and its depth in one field, from dilettantism, although in fact it shares qualities of both. More specifically, Bowdoin's educational policy invites the student to extend his concerns and awareness beyond the individual at the same time that it helps him to integrate his curricular choices in accordance with his own intellectual needs. Interaction between the student and his academic adviser is a vital part of this educational experience. While there is no tidy progression among subjects outside a given department, and no way of equating a course name with its effect, students are expected to engage academic disciplines outside their chosen major and immediately related fields.

REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

a) successfully passed thirty-two courses

b) completed a single, double, or joint major

c) spent four semesters in residence, at least two of which will have been during the junior and senior years.

The Bowdoin faculty is discussing the possibility of instituting requirements which would assure that every student elects some courses in a broad range of disciplines throughout the curriculum. Although no formal pattern of distribution requirements has been approved by the faculty, applicants to Bowdoin should know that the institution of some form of distribution requirements is under discussion.

GENERAL REGULATIONS

1. **Course Load:** Students are required to take a minimum of four regular courses each semester. Applied music and ensemble courses are half-credit courses. In order to earn eight course credits for the year, students taking either of these courses are expected to take a fifth course in the fall semester.

Students wishing to take more than *five* courses must have permission of the Deans' Office. If desired, a fifth course may be taken on a pass-fail basis.

2. **Course Examinations:** The regular examinations of the College are held at the close of each semester. An absence from an examination entails the mark of zero. In the event of illness or other unavoidable cause of absence from examination, the Deans' Office may authorize makeup of the examination.

3. **Course Grades:** Course grades are High Honors, Honors, Pass, and Fail. A fifth course carried on a pass-fail basis is marked "Sat" (satisfactory) or "Unsat" (unsatisfactory). High Honors indicates a performance of outstanding quality, characterized where appropriate by originality in thought as well as by mastery of the subject at the level studied. Honors indicates a performance which, though short of High Honors, is above the common in insight and understanding. Pass is a satisfactory performance consistent with standards for graduation. Fail indicates unsatisfactory work. In independent study courses that will continue beyond one semester, instructors shall have the option of submitting at the end of each semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final semester and shall become the grade for the previous semesters of independent study. With the approval of the Deans' Office, a grade of Incomplete may be recorded in any course for special reasons, such as illness. If the course is not completed within one year, the Incomplete becomes permanent or changes to Fail.

The president of Bowdoin has recommended to the faculty that an A, B, C, D, F grading system be instituted. No final decision has been made, but applicants to Bowdoin should know that a change in the grading system is under discussion.

4. **Grade Reports:** A report of the grades of each student is sent to his parents or guardian at the close of each semester.

5. **The Dean's List:** Students who receive grades of Honors or High Honors in all regularly graded courses and Satisfactory in all other courses for a semester are placed on the Dean's List.

6. **Deficiency in Scholarship:** A student who fails three or more courses at the end of the first semester of the freshman year or who fails two or more courses at the end of any other semester is dropped from college for one semester. A student is dropped permanently from college if he is subject to dismissal a second time for failing two or more courses.

7. **Maximum Residency:** No student shall ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

8. **Senior Course Selection:** Each student shall take a course in his major department in each semester of his senior year.

9. **Leave of Absence:** A student in good standing may, with the approval of his adviser, apply to the Recording Committee for a leave of absence for a specified number of semesters. The leave must begin at the end of a regular

semester. A student on approved leave is eligible for financial aid upon his return. A student wishing to apply for a leave of absence for one or both semesters of an academic year must submit his application by April 1 of the previous academic year. Applications for leave of absence submitted during the fall semester requesting a leave for the next spring semester will be considered only in the most urgent circumstances.

ADVISING SYSTEM

Each student is assigned an academic adviser at the start of his freshman year. Whenever possible, the adviser is from a field of study in which the student has shown some interest. Advisers and students meet during orientation before the start of fall semester classes and on a systematic basis thereafter.

During orientation, freshmen meet not only with faculty members responsible for premedical and predental advising, and for preliminary discussions of law study and engineering, but they also meet for discussions with faculty members representing the humanities, social sciences, and physical sciences. The Student Advisory Board is also available during orientation to meet and talk with freshmen.

At registration the student makes his choice of courses and asks his adviser to approve the selection by signing the registration card. Should a student and adviser find themselves in disagreement over the wisdom of the selection, a subcommittee of the Recording Committee acts as arbiter.

Although students do not register as majors until the end of their sophomore year, they are invited to talk with prospective major departments at the end of their freshman year during the period major departments have posted office hours for such discussions. The student's regular adviser, however, continues to work out programs with him and approves them through the sophomore year. After the sophomore year, a member of the student's major department serves as his adviser.

Following registration in the spring, the Recording Committee reviews the program of each student for the past year, not with the intent of correcting individual excesses but for the purpose of determining whether, under this system, the course selections of individual students reflect patterns of liberal studies consistent with the aims of the College. The committee is expected to discuss this concern in its annual report to the faculty.

COMPOSITION

The importance of good writing to a student's success in college is obvious. Students with serious writing problems will be identified by the Deans' Office in cooperation with advisers. The Deans' Office will be responsible for working out the details of this cooperative arrangement. Students identified as having serious writing problems will be advised to enter a special, noncredit tu-

torial program, with a reduced course load if necessary. Students who can profit from further writing experience should be encouraged to enroll in one of the Freshman-Sophomore English Seminars, in all of which composition is taught.

THE MAJOR PROGRAM

A major program is offered by every department which has been authorized by the faculty to do so. The departmental requirements for each major are listed in Courses of Instruction on pages 99-189. Students may elect one or two majors.

Interdepartmental major programs, designed to meet an individual, cultural, or professional objective, may be offered if approved by the departments concerned and the Recording Committee.

Each student must choose a major by the end of his sophomore year after consultation with the department concerned. During the week preceding the spring vacation, the registrar shall post hours for faculty conferences with sophomores regarding choice of a major. No student may major in a department unless he has satisfied the department that he is able to do work of at least passing quality in its courses. Changes in major programs may take place only with the permission of the Recording Committee following the submission of a written request stating the reason for the change. Such request must also be approved by the departments concerned. A student who has not been accepted in a major department cannot continue his registration.

INDEPENDENT STUDY

With departmental approval, a student may elect a course of independent study under tutorial supervision. (Freshmen and sophomores require the approval of the Recording Committee as well.) In most departments the project will consist of a written dissertation or an appropriate account of an original investigation, but projects in music, the fine arts, and letters are also encouraged. *Students who seek departmental honors are expected to register for at least one course in independent study and to achieve an honor grade in it.*

A department will ordinarily approve one or two semesters of independent study for which regular course credit will be given. A definite plan for the project must be presented by the student, approved by the department, and filed in the Dean of the College's Office. The plan for a fall semester must be on file on or before the first day of classes; the plan for a spring semester must be submitted on or before the first day of the fall semester examination period. Where more than one semester's credit is sought, the project will be subject to review by the department at the end of the first semester. In special cases the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two. In independent study courses that will continue beyond one semester, instructors shall have the

option of submitting at the end of each semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final semester and shall become the grade for the previous semesters of independent study. The final corrected copy of the project must be submitted to the department before the last day of classes of the final semester of the work. Normally, the evaluation of an independent study project should be made by two faculty members. *For administrative purposes this independent study will bear one or more of the course numbers* 201, 202, 203, 204, *depending upon the number of course credits allowed.*

THE AWARD OF HONORS

Departmental Honors

The degree with *honors, high honors,* or *highest honors* in a major subject is awarded to a student who has distinguished himself in that subject. The award is made by the faculty upon recommendation of the department. It is based upon honor grades in at least a majority of major courses, honor grades in any departmental special major requirements, and honor grades in independent study in the major department.

All written work in independent study accepted as fulfilling honors requirements shall be deposited in the library in a form specified by the Library Committee.

General Honors

General Honors are awarded on the basis of a student's best twenty-four courses in the final six semesters *at Bowdoin,* except that a student who receives a Failure in any course at Bowdoin or in any course at an institution from which academic credit is being transferred to Bowdoin is not eligible for General Honors. No student who has studied at Bowdoin for fewer than six semesters is eligible.

A degree *cum laude* shall be awarded to a student who receives at least 75 percent Honors or High Honors. Within his honor grades, there must be two High Honors for each pass.

To receive a degree *magna cum laude* a student shall fulfill the requirement for a degree *cum laude* with the additional stipulation that at least 30 percent of his grades must be High Honors exclusive of the High Honors balancing the Passes.

A degree *summa cum laude* shall be awarded to a student who receives at least 70 percent High Honors and the balance Honors.

THE SENIOR CENTER PROGRAM

In 1964 Bowdoin introduced a special educational program for seniors. In doing so, the College sought to make the senior year a more fitting culmina-

tion of liberal arts study and a recognized time of transition to the assumption of larger responsibilities. The original design included curricular innovations, a variety of educational experiences outside the classroom, and an intellectually stimulating environment. Some of these innovations, such as increased emphasis on independent study and a different grading system, were subsequently adopted in modified form by the rest of the College.

The Senior Center continues to promote educational growth which is not restricted to the classroom. Several members of the faculty have living quarters there and maintain close contact with the student residents. All members of the faculty are provided with some meals in the Senior Center dining room in order to promote informal, outside-the-classroom faculty-student contact. Guest suites for lecturers and other visitors from outside Bowdoin enable the College to invite a variety of persons to come for extended visits, during which individual conferences and small group discussions can be held. Often a lecturer whose specialty is related to the subject of one of the Senior Center seminars presents a public lecture of general interest, meets with members of one of the seminars for a more specialized encounter, and holds discussions with interested students in his guest suite, in the dining hall, or in one of the small meeting rooms. Musical, dramatic, and artistic events also take place in the Senior Center, with students sometimes as spectators, sometimes as participants.

The Senior Center seminars, the formal academic portion of the Senior Center program, are designed to provide the student with educational experiences which are not available elsewhere in the Bowdoin curriculum. In the seminars a student uses the skills and knowledge he has acquired in other courses to investigate a subject in the company of other students interested in that subject. Seniors are given priority in seminar registration, but nonseniors may enroll in seminars which are not filled by seniors. Carrying academic credit, the seminars count toward degree requirements as do other Bowdoin courses. Each seminar consists of one or more instructors and fifteen to twenty students who usually explore an area outside their major fields, although in some cases the seminar topic may be one which students with some background in the field want to explore further. Penetrating analysis is expected rather than the accumulation of a wide range of information, such as might be sought in an introductory course. As in the past, the major program in a department chosen by the student, including honors work for qualified seniors, and elected courses in various fields of study are fundamental parts of the educational experience of the senior year.

To assist the senior with his career planning, liaison is maintained with the Office of Career Counseling and Placement and the various departments of the College. The Senior Center and Placement Office often arrange meetings with alumni engaged in banking, small business, teaching, and other fields. Graduate and professional school interviews are scheduled at the Center.

The director of the Senior Center is a member of the faculty who combines teaching duties with his supervision of the program. He works with a Senior Center Council consisting of the dean of the faculty, four members of the faculty appointed by the president, two senior class officers, and two other students.

SPECIAL PROGRAMS

Afro-American Studies

A program in Afro-American studies was started at Bowdoin in the belief that the traditional liberal arts curriculum has given inadequate attention to a serious study of black-white relations in this nation. Bowdoin's program has been created by the Committee on Afro-American Studies, which is composed of faculty members and students. The chairman of the committee serves as the program director. Under his leadership, the committee has organized several courses which constitute the nucleus of the major in Afro-American studies. Students complete their selections of major courses from a list of regular offerings in other departments approved by the committee. (See page 99).

Environmental Studies

The purpose of the environmental studies program at Bowdoin is (1) to introduce the nonspecialist to environmental topics and to establish in him an awareness of the complexly interwoven problems that must be solved in order to establish a way of living that is compatible with the limited resources of this planet and (2) to allow the prospective environmental specialist to prepare himself for further study at the graduate level or to enter into environment-related employment after graduation with a bachelor's degree.

To realize these objectives, Bowdoin offers a coordinate major program in environmental studies, the requirements of which are on pages 129-130.

Health Professions

Students contemplating the study of medicine, dentistry, or one of the other health professions are advised to discuss their undergraduate course with members of the Premedical Advisory Group, which is chaired by the adviser for the health professions, James M. Moulton, of the Department of Biology. Other members of the group are Dr. John B. Anderson, associate college physician; Franklin G. Burroughs, Jr., Department of English; Dean Alice C. Early; Dean Alfred H. Fuchs; Dr. Daniel F. Hanley, college physician; John L. Howland, Biology; Elroy O. LaCasce, Jr., Physics; Elizabeth D. Mooz, Chemistry; David S. Page, Chemistry; John R. Rasmussen, Mathematics; C. Thomas Settlemire, Biology and Chemistry; Matilda White Riley, Sociology; and William L. Steinhart, Biology. A meeting of students interested in the health professions is held at the opening of college each fall. Other meet-

ings intended to be of help and interest to prehealth professional students are announced during the year.

Independent Language Study

For a detailed description of this program see page 147.

Legal Studies

Students considering study of law should consult with the prelaw adviser, Richard E. Morgan, of the Department of Government and Legal Studies. He can advise them on the best ways to obtain coherence between a liberal arts program and advanced study of law.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia will also receive an A.B. degree from Bowdoin.

Off-Campus Study

Although Bowdoin does not have an urban center away from the campus or a special overseas program, it does offer its students the opportunity to participate in a variety of urban and overseas programs sponsored by other institutions and organizations. Particular attention is called to the City Semester Program of Boston University, the New York University Junior Year in New York Program, the Washington Semester Program of American University, and the Institute of European Studies. Bowdoin has special arrangements for the admission of its students into each of these programs, and detailed information on each of them is available in the Deans' Office. Approval for participation is given by the Recording Committee upon recommendation of a student's major department. Where a foreign language is involved, the approval of the department concerned is also required.

A student participating in a study-away program which requires Bowdoin to administer tests or otherwise evaluate work done upon the student's return to the College is required to pay a charge of $50 a semester course credit. This charge does not apply to the Twelve College Exchange or other accredited study-away programs which provide transcripts or appropriate evaluations.

Preengineering Programs

Students who successfully complete three years of study at Bowdoin and the engineering degree requirements at California Institute of Technology, Columbia University, or Massachusetts Institute of Technology will be

awarded a bachelor of arts degree by Bowdoin at the time they receive a bachelor's degree in engineering.

Students wishing a preengineering program should notify the Deans' Office at the beginning of their freshman year and see James H. Turner, of the Department of Physics, because the programs require a very definite pattern of courses.

Teaching

The Faculty Committee on Teaching and Studies in Education exists to advise students about preparation for a teaching career and to coordinate the offerings of several departments which may be presented for certification for teaching in public schools.

Students interested in teaching in schools or graduate programs in education should discuss their plans with Paul V. Hazelton, of the Department of Education. Since the normal advice will be that a student include courses in psychology and education along with a major in a teaching field, he should make his interest known as early as possible.

Twelve College Exchange

Bowdoin has joined with Amherst, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams to form the Twelve College Exchange program. Students from one college may apply to study for a year at one of the other colleges. About forty Bowdoin students will participate in the exchange during 1976-1977, and about the same number from other colleges will attend Bowdoin.

Bowdoin students wishing to participate in the exchange for the 1977-1978 academic year should make application to the Recording Committee. Detailed information on the course offerings of the participating colleges is available from the Office of the Dean of the College. Application is normally made for two semesters. It is hoped that the exchange will afford a student the opportunity to take courses which are not offered on his own campus or to study specialized aspects of his major field of concentration with faculty members who have achieved preeminence in that specialty. Course work satisfactorily completed at any of the participating colleges will receive credit toward a degree at the student's "home" college.

Courses of Instruction

Arrangement: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

Time and Place of Classes: A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

Year Courses: Courses marked with an asterisk are year courses, and if elected, must be continued for two consecutive semesters.

Bracketed Courses: All courses that cannot be scheduled for a definite semester are enclosed in brackets.

Independent Study: See page 147 for a description.

Prerequisites: Unless otherwise stated in the description, a course is open to all students.

Afro-American Studies

Administered by the Committee on Afro-American Studies

Requirements for the Major in Afro-American Studies: The major consists of ten semester courses, three of which must be **History 28, History 29,** and **Afro-American Studies 50.** The remaining seven must be selected from the courses listed below, with at least three chosen from one group. No more than two semesters of independent study may be substituted for courses in completing the ten-course requirement.

Group I (Society and Politics): **Afro-American Studies 1, 2, 3, 50; Education 2, 3; Government 5, 6, 23, 25; Psychology 24; Sociology 6, 8, 13; Senior Center Seminars 5** (Fall 1972), **23** (Spring 1973), **26** (Spring 1973), **21** (Spring 1975).

Group II (Literature): **English 41, French 20** (Fall 1973), **Senior Center Seminar 2** (Fall 1975).

Group III (Music): **Music 4.**

Group IV (History): **History 3(1), 3(2), 3(3), 28, 29, 39, 40, 41, 42.**

Group V (Economics): **Economics 11, 12, 19, 20** (Spring 1973).

1. **Problems in Afro-American Life.** Fall 1976.

   An interdisciplinary examination of the context and challenges of Afro-American life and the conflicts of meeting them. Providing a format by which students can synthesize their own experiences, observa-

tions, and needs with objective data, the course helps students to understand their own conflicts and prepares them to seek creative solutions to the problems of black America.

2. **Contemporary Black Politics.** Fall 1977.
A seminar in the ideologies and styles guiding the black American struggle for justice, self-determination, and socioeconomic well-being. Focusing on the political patterns black people have used from 1960 until now, it examines the major strategies guiding black politics and politicians today.
Prerequisite: Any Level A government course or consent of the instructor.

3. **Racial and Ethnic Problems in International Politics.** Spring 1978.
An analysis of race and ethnicity and how they influence international relations. A seminar exposing students to the conclusions of traditionalists and behaviorists alike, the course helps students to understand white dominance systems and the linkages between internal and external affairs, surveying international relations from several racial-ethnic perspectives.
Prerequisite: Any Level A government course or consent of the instructor.

50. **Seminar in Public Policy and Social Change.** Every spring.
A research seminar on the critical problems of social change as they relate to the Afro-American community. The objectives are to make public policy recommendations and to construct subsystem models in education, economics, and politics.
Prerequisite: Senior standing as a major in Afro-American studies.

200. **Independent Study.**

Art

Assistant Professor Lutchmansingh (*Chairman, Division of Art History and Criticism*); Professor Cornell (*Chairman, Division of Creative Visual Arts*); Professor Beam; Assistant Professor Nicoletti; Senior Lecturer Mooz; Lecturers McKee and Terrien; Mr. Muller

The Department of Art comprises programs in two divisions: Art History and Criticism, and Creative Visual Arts. Majors in the department are expected to elect one of these divisional programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of mankind's highest values and a record of the historical interplay of sensibility, thought, and society. The major in crea-

tive visual arts is intended to develop an understanding of visual thinking, sensitivity, and aesthetic discipline of emotion, and the technical skills associated with the media of visual expression and communication, among other things, to prepare students for graduate study and careers in teaching, design, visual communication or fine art.

The Major in Art History and Criticism: Ten courses, excluding independent study, are required in the division and distributed as follows: **Art 1;** six courses as follows: **Art 8** or **9, 12, 14, 21** and **22,** and one of **Art 2, 10, 13, 18, 19** and **23;** two advanced seminars: one of **Art 42** through **46,** and **Art 48;** and one course in the creative visual arts program. Among the remaining courses, the major is advised to include study in French and/or German (graduate study in the field normally requires at least these two languages), and courses in European social history, European intellectual history, philosophy of art, Western religious thought, and the other arts (literature, music, theater, cinema).

For the Joint Major Program: six courses are required, as follows: **Art 1;** three courses from those numbered **Art 2** through **23;** one of **Art 42** through **46;** and **48.**

Courses in the History and Criticism of Art

1. **Introduction to Art: Style, Society, and History.** Fall 1976 and fall 1977. Mr. Lutchmansingh.

   A study of the modes of expression and communication of the visual arts, principally painting, sculpture, and graphic design, as they have developed in the different cultures of mankind and through different periods of history; theories of art and the artist; style and the problem of stylistic tradition and innovation; thematic content and abstraction; and the dynamics of art, culture, and society. In addition to close study of some of the major monuments of artistic culture, readings are undertaken in writers such as Dewey, Gombrich, Clark, Berger, Nahm, and Hesse. Required of majors in the art history program, to be taken as early as possible and recommended as preparatory to upper level courses in the history and criticism of art. Recommended as the beginning course for all students.

2. **Introduction to Art: Architecture and Environment.** Spring 1977 and spring 1978. Mr. Muller.

   An introduction to the organization of the formal elements for utilitarian, aesthetic, and spiritual expression through the materials and structural systems of architecture. Numerous examples drawn from the architecture of many periods are studied as illustrations of basic types and major historical styles. Special problems—such as the relation of architectural forms to site, decoration, construction, and use—are discussed, and outstanding solutions are examined.

8. **The Art of Antiquity.** Fall 1976. Mr. Beam.

Architecture, sculpture, and painting in Egypt, Mesopotamia, and southern Europe during ancient times. Emphasis upon the art of ancient Greece. Concludes with the art and culture of ancient Rome.

9. **Medieval Art.** Fall 1977. Mr. Beam.

Key monuments of medieval art and their respective cultures from the fall of Rome to the end of the Gothic period. The course begins with examples of early Christian art, continues with an examination of important works from the Byzantine, barbaric and Carolingian periods, and ends with the periods of the Romanesque monasteries and Gothic cathedrals. Examples of the manuscript illuminations, ivory carvings, metalwork, tapestries, and stained glass windows for which the Middle Ages are noted are also considered.

Prerequisite: **Art 2** or **Art 8** or consent of the instructor.

12. **Art of the Italian Renaissance.** Fall 1976 and fall 1977. Mr. Muller.

Focuses on the place of art in the culture of the Renaissance beginning with the naturalistic revolution of Giotto and concluding with the classical balance of Leonardo da Vinci, Raphael, and Michelangelo. The connections between art, religion, patronage, science, and humanism are themes which tie together the presentation of the work of individual artists such as Ghiberti, Donatello, and Leonardo.

Prerequisite: **Art 1** or consent of the instructor.

13. **Northern European Art of the Fifteenth and Sixteenth Centuries.** Spring 1978. Mr. Muller.

A survey of the painting of the Netherlands, Germany, and France. The development of a naturalistic style in Flanders by Robert Campin, Jan van Eyck, and Roger van der Weyden, the spread of their influence over Northern Europe, the confrontation with the classical art of Italy occurring around 1500 in the work of Dürer and others, and the continuance of a native tradition in the work of Hieronymus Bosch and Pieter Bruegel the Elder will be major topics. The changing role of patronage and the rise of specialties such as landscape and portrait painting will be discussed in reference to the works of individual artists.

Prerequisite: **Art 1** or **Art 12** or consent of the instructor.

14. **Baroque Art.** Fall 1976. Mr. Muller.

The art of seventeenth-century Europe. The naturalistic and classical revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in early seventeenth-century Rome and the development throughout Europe of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others form one major theme of the course. The second is the rise of an independent school of painting

in Holland. The development of Dutch landscape, still-life, genre, and portraiture will be discussed in relation to artists such as Frans Hals, Jan van Goyen, Jacob van Ruysdael, and Jan Vermeer. The unique art of Rembrandt will be studied in this context. Connections between art, religious ideas, and political conditions will be stressed.

Prerequisite: **Art 1** or consent of the instructor.

18. **American Art from Colonial Times to the Civil War.** Spring 1977. Mr. Mooz.

Architecture, sculpture, painting, graphics, and the decorative arts in pre-Civil War America and their relevant cultural backgrounds. Artists such as Feke, Copley, Stuart, West, Peale, and architects Harrison, Bulfinch, Jefferson and Davis are studied in some detail.

19. **American Art from the Civil War to the Present Day.** Fall 1977. Mr. Beam.

A continuation of **Art 18,** this course considers the visual arts in America from the Civil War to the present. Stress placed on architecture through Richardson and the American tradition in painting and sculpture in the late nineteenth and twentieth centuries. Homer, Eakins, Ryder, Sargent, Whistler, Sloan, Wyeth and other outstanding and representative artists of the period are included.

Prerequisite: **Art 18.**

20. **British Art.** Spring 1977. Mr. Lutchmansingh.

The development of modern British art from the mid-eighteenth century to the eve of World War II. Beginning with Hogarth, the course considers in succession Reynolds and the Royal Academy, Gainsborough, the landscape schools, romanticism, the Gothic revival in architecture, the arts and crafts movement, the impact in Britain of French impressionism and symbolism, and the major twentieth-century avant-garde developments. These figures and movements are also examined in terms of their social context and significance, their relationship to selected elements of British literary and intellectual history, and in light of the artistic and critical theories of such figures as Shaftesbury, Addison, Burke, Price, Blake, Hazlitt, Ruskin, Morris, Whistler, Clive Bell, and Roger Fry.

Prerequisite: **Art 1** or consent of the instructor.

21. **European Art of the Nineteenth Century.** Fall 1977. Mr. Lutchmansingh.

The development of European art in the nineteenth century, with emphasis on France, Germany, and England, studied primarily in terms of the artistic movements that dominated the century: neoclassicism, romanticism, realism, impressionism, the postimpressionists, symbolism,

and art nouveau; the academic tradition and its critics; the redefinition of the relationship of art and artists to society; and the late-nineteenth century sources of modernism and the avant-garde.

Prerequisite: **Art 1** or consent of the instructor.

22. **Twentieth-Century Art.** Spring 1978. Mr. Lutchmansingh.

A study of the major movements and masters of painting and sculpture in Europe of this century, and of the rise of the New York school and its international repercussions since the nineteen forties; the definition of "modernism" in art; and the problems presented by the social situation of the modern movement, its relation to other elements of culture, and its place in the historical tradition of Western art.

Prerequisite: **Art 1** or **Art 21** or consent of the instructor.

23. **Modern Architecture.** Fall 1976. Mr. Lutchmansingh.

The development of modern architecture from the mid-eighteenth to the mid-twentieth century. The course begins with a study of the impact upon architectural thought and practice of the archaeological reconstruction of classical civilization, the Industrial Revolution, the rise of mass democracy, and urbanization; goes on to consider the major movements of the nineteenth century and the emergence of twentieth-century masters such as Wright, Gropius, Le Corbusier, Aalto, Fuller, Mies van der Rohe, and Louis Kahn; and concludes with a discussion of contemporary debates and polemics. An architectural tour of Boston and Cambridge will be scheduled as part of the course of study.

Prerequisite: **Art 2.**

Seminars in Art History and Criticism

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a background. Courses in other departments—such as History, Religion, Classics and English—might be accepted as equivalent preparation by the instructor. In all seminars admittance would require the consent of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

43. **The Life, Art, and Times of Rembrandt van Rijn.** Spring 1977. Mr. Muller.

An in-depth study of the work of this unique artist. His historical position in seventeenth-century Dutch painting, his development from narrative painter to profound philosopher, his contribution to the art of etching, his reputation in the history of art and the myths surrounding him, his psychology and the importance of his self-portraits are some of

the topics which the seminar will deal with. Trips to Boston will be made to study his paintings and drawings at first hand.

Prerequisite: **Art 14** or consent of the instructor.

46. **Studies in Modern Art.** Spring 1978. Mr. Lutchmansingh.

Topic: Realism. The styles and theories of nineteenth-century realism, especially as they developed in France and England, though some attention is directed to Germany and Italy. Also examined is the reaction against the ideal in art, the relationship between realism and such putative affinities as naturalism, French impressionism, German social realism, Soviet socialist realism, surrealism, and the contemporary neorealism; some aspects of the interrelationship of realist art and literature; and the challenges posed to realist art and aesthetics by the antirealism of the modernist avant-garde.

Prerequisite: **Art 21** or consent of the instructor.

47. **Studies in American Art.** Fall 1976. Mr. Beam.

A study of the life and art of Winslow Homer, his relation to the major artists and movements of his time, and his place in the development of landscape and genre painting in America during the second half of the nineteenth century. Source materials and actual works of art in Bowdoin's collection are used whenever possible, as are lectures, group discussions, personal conferences, collateral reading, and individual reports and papers. A field trip to Homer's studio-home at Prout's Neck, Maine, is included.

Prerequisites: **Art 1** and **18, 19** or **21,** with consent of the instructor.

48. **Studies in Art Historiography and Criticism.** Spring 1977. Mr. Lutchmansingh. Fall 1977. Mr. Muller.

An examination of the principles of art-historiography and criticism as they have developed since the Enlightenment, and of the problems presented by the diversity of contemporary approaches. In 1976-1977 readings will be undertaken in the writings of Wölfflin, Panofsky, Gombrich, Berenson, Greenberg, Rosenberg, and Steinberg. Each student investigates and presents a paper on a problem of a historiographical or critical nature, or on a major writer in the field.

Required of art history majors in their senior year. Nonmajors by consent of the instructor.

200. **Independent Study.** The Department.

Creative Visual Arts

The Major in Creative Visual Arts: Eleven courses are required in the division and are distributed as follows: Three introductory courses selected from **Art 50** through **Art 54; Art 1, 21,** and **22;** five courses selected from **Art 61**

through **Art 90. Art 90** is recommended, as is **Psychology 13,** for which **Psychology 11** is waived as a prerequisite for creative visual arts majors and additional work is substituted. A major is also strongly advised to include study in European and American history, philosophy of art, religion, poetry, and the other arts among his remaining courses.

In addition to an extensive and coherent portfolio, the department recommends for majors contemplating careers or graduate education in architecture **Physics 17, Chemistry 18, Geology 11,** and mathematics courses; in education **Psychology 11** and **13,** and **Education 1-3;** in film and visual communication **English 5, 6** and **10;** in graphics, design, and computer graphics **Mathematics 5.**

Students wishing to pursue a joint major in creative visual arts and some other subject are required to take six courses in the division, three of which must be from the 50 series.

50. Structure of Visual Thinking: Drawing. Spring 1977 and fall 1977. Mr. Cornell.

An introduction to the structure and conventions of visual thinking and to the nature and limitations of the media which it employs for expression and communication. Attention given to optics, conventions of perspective, the psychology of perception, semiotics, and the relation of the visual and linguistic elements in such terms as point, line, form, shape, space, texture, color, figure, ground, etc. Drawing is the principal medium of study and expression.

51. Principles of Composition and Design. Spring 1977 and spring 1978. Mr. Nicoletti.

An abstract and representational exploration of the forces acting upon the two-dimensional field, with emphasis placed on design problems and conventions of pictorial space. Principal media are paper, charcoal, acrylic, and oil. Proper technique and working habits are stressed. Final concentration is placed on individual painting problems. Regular demonstrations and slide lectures are given.

52. Principles of Color. Fall 1976 and fall 1977. Mr. Nicoletti.

An introduction to basic color theory. Through specific exercises the relativity of color is explored. Principal media are Color-Aid paper, acrylic and oil. Special attention is given to technique and proper working procedure. Final emphasis is placed on development of a color idea to be applied to individual abstract or representational painting problems. Regular demonstrations and slide lectures are given.

53. Principles of Photography. Spring 1977 and spring 1978. Mr. McKee.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Weekly discussion, field and laboratory work. Students must have use of appropriate

camera equipment. Enrollment limited by available darkroom facilities. **Art 50** is recommended.

54. **Principles of Three-Dimensional Composition.** Fall 1977. Mr. Nicoletti.

A study of the conventions for organizing three-dimensional space and the construction of three-dimensional form. Principal media are paper, wood, plaster, clay, and wax. Students are also encouraged to explore nontraditional materials. Regular demonstrations and slide lectures are given.

61. **Principles of Drawing.** Fall 1976. Mr. Cornell.

The fundamental techniques of drawing and composition. Emphasis on drawing from direct experience.

Prerequisite: **Art 51** or consent of the instructor.

62. **Principles of Painting.** Spring 1977.

The fundamental techniques of painting, including a study of materials and principles of composition. Problems based on direct experience.

Prerequisite: **Art 52** or consent of the instructor.

63. **Photography II.** Fall 1976 and fall 1977. Mr. McKee.

An extension of conceptual and technical work undertaken in **Art 53.** Emphasis on exploration of different image-making possibilities inherent in several related media; i.e., 35mm, view camera, photo silkscreen, film. Seminar discussions, field and laboratory work.

Prerequisite: **Art 53** or consent of the instructor.

64. **Sculpture.** Spring 1978. Mr. Nicoletti.

An introduction to representational sculptural techniques with emphasis placed on working directly from the model. Principal media are wax, clay, and plaster. Various molding and casting techniques are demonstrated and practiced in class. Slide lectures are included with regular studio work.

65. **Principles of Printmaking.** Fall 1977. Mr. Cornell.

Introduction to printmaking media, as well as printing and graphic communication. Principal media are intaglio and relief.

Prerequisite: **Art 51** or consent of the instructor; **Art 61** recommended.

66. **Architectural Design.** Spring 1978. Mr. Terrien.

Awareness of the means of architectural expression is developed by readings, discussion, studio experiments, and field trips which consider such aspects as size, shape, detail, material, texture, rhythm, light, color, resonance, structure, mass, and space.

Prerequisite: **Art 54** or consent of the instructor.

71. **Drawing II.** Spring 1977. Mr. Nicoletti.

A continuation of **Art 61.** Various media are employed, including watercolor. Subject emphasis is placed on the problem of the figure and its environment. Students are encouraged to develop and explore individual solutions. Regular demonstrations and slide lectures are given.

Prerequisite: **Art 61** or consent of the instructor.

72. **Painting II.** Fall 1976. Mr. Nicoletti.

A further exploration of the representational painting problems begun in **Art 62,** with special attention on development of an individual palette and painting idea. Regular exercises are given to develop a sense for technique, composition, and color. The principal medium is oil, and subject matter includes still life, landscape, and the figure in its environment. Final class work revolves around the problems of conceptual and narrative painting. Regular demonstrations and slide lectures are given.

75. **Printmaking II.** Spring 1978. Mr. Cornell.

An intensive study of printmaking media normally conceived as a continuation of **Art 65.**

Prerequisite: **Art 65** or consent of the instructor.

76. **Architecture II.** Spring 1977.

The influence of surroundings upon activity and attitude is explored through readings, discussion, studio experiments, and field trips applied to the solution of illustrative problems.

Prerequisite: **Art 66** or consent of the instructor.

80. **Creativity.** Fall 1976. Mr. Cornell.

A studio course based on the study of the nature of creativity in relation to individual student achievement. The intention is to develop self-confidence and to explore the influence of the unconscious. There are no conventional standards imposed in order to increase self-motivation and self-criticism.

Prerequisite: Consent of the instructor.

82. **Painting III.** Spring 1978. Mr. Cornell.

The problems of pictorial communication, based on social themes and ideas. The use of architecture and environment for their presentation and group participation in art projects will be encouraged.

Prerequisite: Consent of the instructor; **Art 52** recommended.

90, 91. **Senior Exhibition Seminar.** Spring 1977 and spring 1978. The Department.

An opportunity for senior majors to work closely with the department in the formulation and presentation of individual exhibitions with a supporting paper.

200. **Independent Study.** The Department.

Biochemistry

Administered by the Committee on Biochemistry

Professor Howland, *Chairman;* Associate Professors Page and Settlemire; Assistant Professor Steinhart; *the Chairmen of the Departments of Biology, Chemistry, and Physics*

Requirements for the Major in Biochemistry: The required courses are **Physics 17-Chemistry 18; Mathematics 11, 12; Biology 44;** and **Chemistry 19, 21, 31.** A student must elect six semester courses from the following: **Biology 33, 40, 45, 47, 200; Chemistry 22, 32, 43, 44, 46, 200; Physics 23, 26, 200.** Should a student elect **Biology 15, 16,** he need take only five additional elective courses. A student may count as electives up to two semesters of the 200 courses, and he may petition the committee to be allowed to substitute other science courses for electives.

Biology

Professor Howland, *Chairman;* Professors Huntington and Moulton; Associate Professor Settlemire; Assistant Professors Greenspan and Steinhart; Research Associates Larson and Ritchie; Teaching Fellows Dionne and Wine

Requirements for the Major in Biology: The major consists of six semester courses in the department exclusive of courses in the 200 series. Major students are required to complete **Chemistry 21,** a year of mathematics including **Mathematics 11,** and two semesters of physics. They are advised to take mathematics during their freshman year. **Physics 17, Chemistry 18, 19, 21,** and **Biology 15, 16** should be completed by the end of the sophomore year.

15. Introductory Cell Biology. Every fall. The Department.

Examination of fundamental biological phenomena with special reference to cells. Emphasis on cell structure and aspects of function which do not depend on prior knowledge of chemistry or physics. Topics include ultrastructure, cell growth, membrane transport, and the interaction between viruses and host cells. Lectures and three hours of laboratory work each week.

16. Introduction to Evolution. Every spring. The Department.

Examination of the mechanisms and results of evolution. Considers the origin of life, natural selection, genetic theory, and evidence of organic evolution in comparative morphology and physiology. Lectures and three hours of laboratory work each week.

23. **Comparative Anatomy of the Vertebrates.** Every fall. Mr. Moulton.

Vertebrate morphology. Emphasis on the evolution of mammalian organ systems. Laboratory work consists of dissection and study of comparable systems in representative vertebrates. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 15, 16.**

24. **Biology of Plants.** Every spring. Mr. Steinhart.

Emphasis on the physiology of plants. Topics include the nature and control of growth and differentiation, water and nutrient translocation, metabolism, hormone physiology, and ecology of plants. Laboratory work stresses association of structure and function in tissues and organs of higher plants and includes an introduction to field botany. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 15.**

26. **Ornithology.** Spring 1977 and 1979. Mr. Huntington.

A study of the biology of birds, especially their behavior and ecology. Facilities used in the course include the Alfred O. Gross Library of Ornithology and the College's collection of North American birds. Field trips, including a visit to the Bowdoin Scientific Station (see page 000), are an important feature of the course.

Prerequisite: A previous college-level science course or consent of the instructor.

29. **Ecology.** Fall 1976 and 1978. Mr. Huntington.

The relationships between organisms and their environment. Topics include the flow of matter and energy through ecosystems, population dynamics, interactions between and within species, the effect of the environment on evolution, and man's role in the biosphere. Individual projects emphasize independence of the student and diversity of the subject. Lectures, conferences, and three hours of laboratory or field work each week.

Prerequisite: A previous college-level science course or consent of the instructor.

33. **Cell Physiology.** Fall 1977. Mr. Settlemire.

The nature of cells and subcellular structures, including an examination of the cell environment, the exchange of materials across membranes, energy conversion and utilization, cell excitation and contraction, and growth and cell division. Laboratory experiments emphasize the methods of modern research. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 15, 16** and **Chemistry 21.**

36. **Comparative Physiology.** Every fall. Ms. Greenspan.

The relationship between structure and function in organ systems and in invertebrates and vertebrates as a whole. The interdependency of organ systems. Lectures and three hours of laboratory work or conferences each week.

Prerequisite: **Biology 15, 16,** and **Chemistry 19.**

38. **Sensory Physiology and Behavior.** Every spring. Ms. Greenspan.

The physiology of sensory receptors and central nervous system processing of sensory input. The use of this information in animal behavior is examined. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 36** or consent of the instructor.

40. **Microbiology.** Spring 1977. Mr. Settlemire.

The structure, function, and nutrition of micro-organisms from a molecular approach and discussions of the principles of immunology. Laboratory work includes the basic techniques of identifying and culturing micro-organisms and metabolic and growth experiments using radioactive techniques.

Prerequisite: **Biology 15, 16,** and **Chemistry 21.**

42. **Vertebrate Embryology and Histology.** Every spring. Mr. Moulton.

Embryonic differentiation from gametogenesis to adult tissue structure and function, and the principles of embryonic development. Laboratory work includes observations on living eggs and embryos as well as prepared mounts and sections, graphic reconstructions of chick embryos, and studies of mammalian development. Familiarity is gained with the microscopic structure and function within tissues. Lectures and three hours of formal laboratory work each week.

Prerequisite: **Biology 15, 16.**

44. **Biochemistry.** Every spring. Mr. Howland.

An introduction to the study of enzymes and enzyme systems. Emphasis on mechanisms of enzyme catalysis and on selected topics in metabolism.

Prerequisite: **Chemistry 21.**

45. **Advanced Biochemistry.** Every fall. Mr. Howland.

A seminar dealing with biological energy transfer and the biochemistry of membranes. Based on readings from the current literature.

Prerequisite: **Biology 33** or **44** or consent of the instructor.

47. **Genetics.** Every fall. Mr. Steinhart.

Integrated coverage of organismic and molecular levels of the genetics of eucaryotes and procaryotes. Topics include the structure and function of chromosomes, the mechanisms and control of gene expression, recom-

bination, mutagenesis, and the determination of gene order. Laboratory work includes experiments in molecular genetics and nucleic acid biochemistry. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 15.**

200. **Independent Study.** The Department.

Chemistry

Professor Butcher, *Chairman;* Professor Mayo; Associate Professors Page and Settlemire; Assistant Professors Christensen and Merrell; Research Associate Mooz

Requirements for the Major in Chemistry: The required courses are **Chemistry 18, 19, 21, 22, 31, 32,** three advanced courses approved by the department, and **Physics 17.** Because the department offers programs based on the interest of the student, a prospective major is encouraged to discuss his plans with the department as early in his college career as possible. Students, faculty members, and outside speakers lead seminars sponsored by the department and the student affiliate chapter of the American Chemical Society.

14. **Topics in Chemistry: Air Pollution.** Fall 1976. Mr. Butcher.

A consideration of topics selected to illustrate some of the concepts fundamental to chemistry and general science. Nonchemical topics such as meteorology and air pollution, the nature of sources, and the effects of regulation of air pollution are examined; chemical topics include the ideal gas law, mole concept, equilibrium, and reactions of selected substances. Lectures, field trips, and laboratory work are organized around an air monitoring project. Course presumes no background in science and is open only to students who have not had a college-level chemistry course.

18. **The Properties of Matter.** Every semester. The Department.

A discussion of the fundamental laws governing the behavior of matter, including mechanics, electricity, thermodynamics and chemical kinetics, and the structure of atoms and molecules. This course and **Physics 17** constitute the introductory program for students planning advanced work in science. Lectures and three hours of laboratory work a week.

19. **Elementary Organic Chemistry.** Every fall. Mr. Mayo.

An introduction to the chemistry of the compounds of carbon. The foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: **Physics 17-Chemistry 18.**

21. Organic Chemistry. Every spring. Mr. Page.

A continuation of the study of the compounds of carbon. **Chemistry 19** and **21** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: **Chemistry 19.**

22. Fundamentals of Inorganic and Analytical Chemistry. Every spring. Mr. Merrell.

The general principles of inorganic and analytical chemistry. The laboratory consists of basic inorganic preparations with subsequent analyses of the products. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: **Chemistry 18.**

31. Physical Chemistry I. Every fall. Mr. Butcher.

Thermodynamics and its application to problems of chemical interest including the solid, liquid, and gaseous states; equilibrium; electrochemistry; and kinetics. Lectures and three hours of laboratory work a week.

Prerequisite: **Chemistry 22, Physics 17, Mathematics 11, 12,** or consent of the instructor.

32. Physical Chemistry II. Every spring. Mr. Christensen.

Quantum mechanics with applications to the determination of molecular structure and the theory of the chemical bond. Lectures and three hours of laboratory work a week.

Prerequisite: **Chemistry 31** or consent of the instructor.

[41. Advanced Analytical Chemistry.]

42. Inorganic Chemistry. Fall 1976. Mr. Merrell.

The structures, properties, reaction mechanisms, and syntheses of inorganic compounds.

Prerequisite: **Chemistry 31, 32;** or consent of the instructor.

43. Molecular Structure Determination in Organic Chemistry. Spring 1977. Mr. Mayo.

The application of infrared, Raman, ultraviolet, nuclear magnetic resonance, and mass spectrometry to the structural elucidation of complex organic systems. Lectures and three hours of laboratory work a week.

Prerequisite: **Chemistry 21, 31,** or consent of the instructor.

44. Advanced Organic Chemistry. Fall 1977. Mr. Page.

An introductory study of structure and mechanism in bio-organic chemistry. Emphasis on understanding the mechanistic implications of

molecular structure and developing mechanistic theory from experimental data.

Prerequisite: **Chemistry 21, 31,** or consent of the instructor.

[45. **Advanced Physical Chemistry.**]

46. **Advanced Topics in Chemistry.** Spring 1977. Mr. Mayo.

The material to be covered depends upon the interests of the students.

Prerequisite: **Chemistry 31** or consent of the instructor.

200. **Independent Study.** The Department.

Classics

Professor Ambrose, *Chairman;* Professor Dane; Assistant Professor Nielsen; and Mellon Fellow Smith

Requirements for the Major in Classics: The major in classics consists of eight courses chosen from the departmental offerings. Majors must take at least two courses at the advanced level of either the Greek or Latin languages **(Greek 5, 6** or **Latin 7, 8).** Two of the eight courses for the major requirement may be selected from the departmental offerings in Archaeology. **Classics 12** may be included only with consent of the department.

Archaeology

1. **Greek Archaeology: The Minoan-Mycenaean Civilization.** Every fall. Mr. Nielsen.

An introduction to Aegean civilization through a study of the monuments. Traces the development of civilization and interaction of culture between Mainland Greece and Crete from the Neolithic Period to the end of the Mycenaean Era. Particular emphasis on architecture, pottery, and sculpture.

2. **Greek Archaeology: Preclassical to Hellenistic.** Every spring. Mr. Nielsen.

An introduction to Greek civilization through a study of monuments. Traces the development of civilization on Mainland Greece from the end of the Mycenaean Era through the Hellenistic Period. Attention also given to Greek sites in Ionia and Italy. Particular emphasis on architecture, pottery, and sculpture.

3. **Greek Painted Pottery.** Every fall. Mr. Nielsen.

Traces the development of the shape and decoration of Greek pottery from the Geometric Period through the end of the Classical Era. The

characteristics of individual artists and the treatment of various Greek myths in different periods are studied.

Prerequisite: **Archaeology 2** or consent of the instructor.

4. **Greek Architecture.** Spring 1978. Mr. Nielsen.

Traces the development of Greek architecture from the Geometric Period through the Hellenistic Period. The course is not limited to the development of the temple, but also considers private and public buildings. Among the aspects considered are city planning, religious sanctuaries, and temples.

Prerequisite: **Archaeology 2** or consent of the instructor.

6. **The Etruscans.** Spring 1977. Mr. Nielsen.

A study of the origins of this people which made its appearance in central Italy in the seventh century B.C.; the source of their wealth; their impact on the other cultures of the Mediterranean. An attempt to reconstruct their culture as it can be understood from the architecture and artifacts preserved today.

Prerequisite: **Archaeology 2** or consent of the instructor.

Classics

12. **Introduction to the Languages and Literatures of Greece and Rome.** Spring 1978. Mr. Dane.

Develops from the outset an elementary reading knowledge of Greek and Latin by the concentrated study of parallel passages. Lectures and readings in reputable English translations introduce the main spirit of classical literature.

No previous knowledge of Greek or Latin is required. Closed to students who have studied *both* languages.

Greek

1. **Elementary Greek.** Every fall. Mr. Ambrose.

A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of classical Greek.

2. **Continuation of Course 1.** Every spring. Mr. Ambrose.

In the latter half of the term a work of historical or philosophical prose is read.

3. **Plato.** Every fall. Mr. Dane.

4. **Homer.** Every spring. Mr. Ambrose.

5. **Selected Greek Authors.** Every fall. Mr. Ambrose.

Designed to meet the needs of advanced students in Greek literature,

with extensive readings from representative authors in such fields as drama; history; philosophy; lyric, elegaic, and epic poetry; and oratory. *The course may be repeated for credit with the contents changed.*

6. **Continuation of Course 5.** Every spring. Spring 1977. Mr. Ambrose and Ms. Smith.

Latin

1. **Elementary Latin.** Every fall. Mr. Dane.
   A concentrated presentation of the elements of Latin grammar leading directly to the reading of a philosophical essay by Cicero. Designed for students without previous instruction in Latin but also open to students with less than three years of Latin in secondary school.

4. **Vergil. The Aeneid.** Every spring. Mr. Nielsen.
   Prerequisite: **Latin 1** or equivalent.

5. **Horace and Catullus.** Every fall. Fall 1976. Mr. Ambrose and Ms. Smith.
   Prerequisite: **Latin 4** or equivalent.

7. **Selected Latin Authors.** Every fall. Mr. Dane.
   Designed to meet the needs of advanced students in Latin literature, with extensive readings from representative authors in such fields as satire, drama, philosophy, history, and elegy. *The course may be repeated for credit with the contents changed.*

8. **Continuation of Course 7.** Every spring. Spring 1977. Mr. Ambrose.

200. **Independent Study.** The Department.

Economics

Professor Darling, *Chairman;* Professors Freeman and Shipman; Associate Professor Vail; Assistant Professors Hogan and Payson; Visiting Lecturer Lee; Mr. Dye

Requirements for the Major in Economics: In consultation with his adviser, a student may choose either of two major programs in economics.

The major in economic analysis is designed for students contemplating graduate study in economics, business, or public administration. It provides students with an opportunity to study economics as a social science with an accepted core of theory, to study the processes of drawing inferences from bodies of data and testing hypotheses against observation, and to study the application of economic theory to particular problems. Such problems include

economic development, the functioning of economic institutions (e.g., banks, government agencies, labor unions), and current policy issues (e.g., poverty, pollution, and monopoly).

The major in economic analysis consists of **Economics 1, 2, 3, 5, 6,** and three additional courses in economics. For majors it is recommended that **Economics 2** be completed before taking **Economics 3, 5,** and **6** and that the latter three courses be completed by the end of the junior year.

The major in economic issues gives students the opportunity for designing an integrated, interdisciplinary program of study around a problem or issue in current political economy. Examples of such problems or issues are poverty in America, the urban crisis, environmental economics and pollution, consumer protection, energy policy, population growth, underdevelopment and neocolonialism, and international economic relations.

Since the economic issues major requires independent study and an interdisciplinary approach to economic problems, the program is open only to those students who have convinced the department that they have well-defined interdisciplinary interests and preparations, a well thought out program of study for the junior and senior years, and the capacity to do independent research.

The major in economic issues consists of the following:

a) **Economics 1** and **2.**

b) One course to be selected from **Economics 3, 5,** or **6.** The selection is made by the student in consultation with his or her faculty adviser. The basis of selection will be the value of the course in developing the necessary analytical tools to deal with the student's problem or issue area.

c) Five additional courses, of which two may be selected from upper-division courses outside the field of economics. These courses are also selected in consultation with the faculty adviser. Courses outside the Department of Economics will be selected for their contribution to the student's understanding of the problem or issue area.

d) **Economics 200.** The independent study consists of a research project and paper dealing with the student's particular area of interest. The independent study is undertaken in the senior year.

For either major **Economics 1, 2** should be completed before the student begins his junior year. Work of high quality in **Economics 200** meets the independent study requirement for departmental honors.

1. Principles of Economics I. Every semester. The Department.

An introduction to economic analysis and institutions with special emphasis on determinants of the level of national income, prices, and employment. Current problems in monetary and fiscal policy are explored with the aid of such analysis, and attention is given to the sources and consequences of economic growth, and to the role of government in the economic system.

2. **Principles of Economics II.** Every semester. The Department.

A continuation of economic analysis and institutions with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and applied to problems in antitrust policy, the role of the corporation in economic society, income distribution, and international economics. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 1** and **2.**

Prerequisite: **Economics 1.**

3. **Economic Statistics.** Every fall. Mr. Hogan.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro and macro. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed.

Prerequisite: **Economics 1, 2.**

4. **Accounting and the Analysis of Financial Statements.** Every fall. Mr. Lee.

Accounting analysis as an important working tool for the business executive, the public administrator, and the economic researcher. Consideration of such subjects as the preparation and interpretation of financial statements; the valuation of assets, depreciation, and reserves; and the relation of business income, as measured through the accounting practices of business firms, to the measurement of national income by the Department of Commerce.

Prerequisite: **Economics 1.**

5. **Microeconomics.** Every fall. Fall 1976. Mr. Payson.

An advanced study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

6. **Macroeconomics.** Every spring. Spring 1977. Mr. Dye.

An advanced study of contemporary national income, employment, inflation, and growth theory. Consumption, investment, government receipts, government expenditures, and money and interest rates are

examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisite: **Economics 1.**

7. **International Economics.** Spring 1977. Mr. Payson.

An analysis of the factors influencing the direction and commodity composition of trade flows between nations, balance of payments equilibrium and adjustment mechanisms, and the international monetary system. Basic elements of international economic theory are applied to current issues such as tariff policy, capital flows and international investment, reform of the international monetary system, and the international competitiveness of the American economy.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

8. **American Economic History and Development.** Fall 1977. Mr. Shipman.

A study of economic growth and industrialization in the United States, combining elements of development theory, economic geography, and institutional history. A general knowledge of American history is presumed.

Prerequisite: **Economics 1.**

9. **Economics of Money, Banking, and Finance.** Fall 1976. Mr. Darling.

The general principles and institutions of money, banking, and financial markets as they relate to the performance of the economic system. Current problems concerning financial institutions, the flow of funds into investment, the Federal Reserve System, and the use of monetary and financial controls are considered.

Prerequisite: **Economics 1.**

10. **Economics of the Public Sector.** Fall 1976. Mr. Dye.

The economic role of government. Deals with theoretical and policy issues of government expenditures and revenues in meeting such social goals as allocative efficiency and income redistribution.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

11. **Urban Economics.** Spring 1977. Mr. Darling.

The economic causes and consequences of urbanization. The relationships among the city, its suburbs, the metropolitan region, and the national economy are studied from the viewpoint of economic growth and the quality of life in the urban area. Students investigate a specific urban problem and report on their findings from among such subject areas as unemployment and poverty, urban renewal, transportation, environmental pollution, public education, health care and recreation, govern-

mental finance, and crime and disorder, including aspects which relate to the black community and other minorities.

Prerequisite: **Economics 1.**

[12. **Labor and Manpower Economics.**]

13. **History of Economic Thought.** Fall 1976. Mr. Shipman.

The "worldly philosophers" from the seventeenth century onward. Special attention is given to the historical development of those ideas and concepts now constituting the core of economic analysis, and to the relation such ideas bear to the mainstream of intellectual history.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

14. **Comparative Political Economy.** Fall 1976. Mr. Vail.

Begins with a summary of Marxist and bourgeois economic analysis and ideology and with an investigation of the criteria for distinguishing economic systems and evaluating their performance. The core of the course consists of case studies of three socialist economic systems: the centrally planned Soviet command economy; Yugoslav decentralized market socialism; and China's participatory, mass-mobilization economy. Concludes with an assessment of the thesis that industrial systems tend to converge toward a common type and with an inquiry into the lessons of socialist experiences for advanced capitalist society.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

15. **Industrial Organization and Public Control.** Spring 1977. Mr. Shipman.

A study of the structure, performance, and control of selected industries. Attention is given to transport, energy, and communications as well as to the manufacturing sector. Cultural and environmental impacts are also explored, and the social responsibilities of business are discussed.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

16. **Mathematical Economics and Econometrics.** Spring 1978. Mr. Hogan.

A study of the mathematical formulation of economic models and the statistical methods of testing them. An introduction to matrix algebra is followed by a detailed examination of the general linear model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisite: **Economics 3** or consent of the instructor.

17. **Population Analysis.** Spring 1977. Mr. Hogan.

The measurement and behavior of the major demographic variables, fertility, mortality, and migration, and their role in determining the

growth and age distribution of populations. Contemporary problems include the relation of population growth to economic development, metropolitan concentration and crowding, environmental deterioration, the aging of populations, and zero population growth. Population policy and prospects for the future are also discussed.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

18. **Economics of Resources and Environmental Quality.** Spring 1978. Mr. Freeman.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, and pollution; the role of market failure in explaining the existence of pollution; evaluation of alternative strategies for pollution control and environmental management; the adequacy of natural resource stocks to meet the future demands of the United States and the world.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

[19, 20. **Contemporary Problems.**]

25. **Underdevelopment and Strategies for Development in Poor Countries.** Spring 1977. Mr. Vail.

Begins with an analysis of the origins of underdevelopment and the poor countries' subordinate position in the world capitalist order. The major economic features of underdevelopment are investigated with stress on the phenomenon of economic dualism and the interrelated problems of population growth, urbanization, and unemployment. The assessment of development strategies stresses key policy choices, such as export promotion versus import substitution, agriculture versus industry, and capital versus labor-intensive technologies. The East African experience is emphasized.

Prerequisite: **Economics 1, 2;** or consent of the instructor.

41, 42. **Advanced Topics in Economic Analysis.**

Advanced study of some topic in economic theory or policy. For students with a thorough preparation in economic analysis.

41. **Topics in Economic Growth.** Spring 1977. Mr. Hogan.

Various aspects of growth are examined, beginning with a review and extension of production theory and capital theory. Some of the major growth models are discussed, analyzed, and compared to the less mathematical but more truly dynamic institutional theories of growth such as those of Marx and Schumpeter. The course next turns to an investigation of the attempts to measure empirically and compare the growth of actual

economies. An examination of the sources of economic growth, including the sources of technological change, is also included. Population growth and its interactions with economic growth and resource use are discussed. The course concludes with an examination of the long-run questions and philosophical issues at the heart of much recent work on growth and welfare economics.

Prerequisites: **Economics 3, 5,** and **6;** or consent of instructor.

200. **Independent Study.** The Department.

Education

Professor Hazelton, *Chairman*

1. **Education in the Twentieth Century.** Every fall.

The purposes, organization, and government of modern educational systems. Comparative studies of American and English education are the principal focus of the course.

2. **History of American Education.** Every spring.

The study of educational institutions and thought in their social and cultural settings. The organization of the course includes individual and group work on topics such as the growth of the common school, the progressive education movement, the development of the high school, and the nineteenth-century college and university.

3. **Secondary Education.** Spring 1977.

A study particularly of the American public high school although certain aspects of private education are included. The emphasis is on problems of policy and practice that are to be found in documents and studies like the Coleman Report.

Prerequisite: **Education 1** or **2,** or consent of the instructor.

4. **Teaching.** Fall 1976.

A study of the process of teaching, the organization of subjects and the curriculum, and the teacher's profession. A substantial part of the work of the course consists of observation in school classrooms. A special section of the course provides an opportunity for student teaching for some students with previous experience of work in schools.

Prerequisite: An appropriate sequence of courses in education and psychology and consent of the instructor.

10. **Topics in Education.** Spring 1977.

Studies in special topics such as reading or elementary education, or

the education of the mentally retarded offered regularly by visiting faculty.

Prerequisite: **Education 1** and an appropriate course in psychology.

200. Independent Study.

Note: Undergraduates considering a career in teaching should make their interest known to Mr. Hazelton so that their course programs may be planned most effectively.

On page 98 there is a further discussion of careers in teaching.

English

Professor Redwine, *Chairman;* Professors Coursen, Coxe, Greason, Hall, and Kaster; Associate Professor Burroughs; Assistant Professors Fairey and Watterson; Visiting Lecturer Cole; Director of Theater Rutan; Ms. Jackson, Mr. Kempton; Mellon Fellow Bradshaw

Requirements for the Major in English and American Literature: The major consists of ten courses. At least one semester unit is required from each of four groups: (1) **English 10, 11,** or **12;** (2) **13** or **14;** (3) **15, 16,** or **17;** (4) **18, 19,** or **20.** Six additional units may be chosen from the foregoing and/or **English 1, 2** (Freshman Seminars, not more than two), **21, 22, 30, 31, 32, 33, 34, 35, 36, 41.** In addition, candidates for honors in English are required to write an honors essay and to take a comprehensive examination in the senior year. Exceptions to this program may be arranged by the department to encourage and accommodate special individual programs such as interdisciplinary majors.

English 1 and 2
Freshman Seminars in English Composition and Literature

Open to freshmen. The Freshman English course is called **English 1** in the fall, **English 2** in the spring. Usually there are not enough openings in the fall for all freshmen who want an English seminar. Freshmen who cannot get into a seminar in the fall are given priority in the spring. The main purpose of **English 1** and **2** (no matter what the topic or reading list) is to give freshmen extensive practice in *reading* and *writing* analytically. Each section is normally limited to fifteen students. Discussion, outside reading, frequent papers, and individual conferences on writing problems. Freshmen who are not capable of college-level writing are required to get noncredit, remedial assistance.

English 1. Fall 1976.

Seminar 1. Shakespeare. Mr. Coursen.

An examination of certain themes and patterns in Shakespearean drama. Several papers and a final examination are required.

Seminar 2. Prose and Poetry New and Old. Mr. Coxe.

Readings in English, American (and other) stories and poems from 1600 to 1930.

Seminar 3. Major British Writers (1300-1800). Mr. Greason.

Readings in Chaucer, Spenser, Shakespeare, Donne, Milton, Dryden, Pope, Johnson, and Blake.

Seminar 4. Readings in American Literature. Ms. Jackson.

Literature dealing with attempts to live outside the bounds of conventional society. Reading list includes works by Thoreau, Hawthorne, Twain, Hemingway, Faulkner, and Frost.

Seminar 5. Satire. Mr. Redwine.

An examination of some different methods and objects of satire in works by Sir Thomas More, Shakespeare, Jonson, Voltaire, Swift, Butler, Twain, Huxley, Orwell, Waugh, West, Burgess, and others.

Seminar 6. An Introduction to the Drama. Mr. Watterson.

Begins with Aristotle's *Poetics* and the Theban Plays of Sophocles, and includes works by Shakespeare, Sheridan, Ibsen, Pirandello, Chekhov, O'Neill, Beckett, Miller, and others.

Seminar 7. Between the Two World Wars. Ms. Fairey.

Fiction, poetry, and essays of the 1920s and 1930s reflecting a disoriented, venturesome age. Readings in Eliot, Lawrence, Woolf, Waugh, Fitzgerald, Hemingway, Orwell, Auden, and others.

Seminar 8. The Short Story. Mr. Kempton.

Nineteenth- and twentieth-century British and American writers, including Doyle, Poe, Hawthorne, Melville, Anderson, Conrad, James, and Joyce.

Seminar 9. The Novels of Dickens. Mr. Kempton.

A close reading of some of Dickens' most important works.

Seminar 10. Introduction to Shakespeare. Mr. Bradshaw.

Examination of plays from four traditional categories: comedy, problem play and romance, history, tragedy. Emphasis on the plays as works intended for performance on stage.

English 2. Spring 1976.

Seminar 1. Major British Writers (1800-1950). Mr. Greason.

Readings in Wordsworth, Byron, Keats, Tennyson, Browning, Arnold, Hopkins, Shaw, Yeats, and Eliot.

Seminar 2. Readings in Modern Literature. Ms. Jackson.

A representative selection of works by such figures as Joyce, Faulkner, Lawrence, and various poets—as well as some more recent writing if time permits.

Seminar 3. Drama. Mr. Redwine.

Emphasis on the close reading and discussion of plays by Shakespeare, Molière, Ibsen, Shaw, and Beckett, along with others.

Seminar 4. Methods of Literary Criticism. Mr. Watterson.

An examination of a number of important works from a variety of genres, *e.g. Hamlet, Dubliners, Moll Flanders,* "Songs of Innocence," in light of historical, mythical, Freudian, Marxist, formalist and structuralist approaches to literature.

Seminar 5. Contemporary Drama. Mr. Bradshaw.

Examination of selected English and American drama from 1950 to the present, concentrating on methods of dramatizing central personal and interpersonal problems of contemporary society: Beckett, Gelber, Pinter, Albee, and others.

Seminar 6. Nineteenth-Century Novels. Ms. Fairey.

Major novels of the period—British, American, and French—including works by Austen, Hawthorne, Flaubert, Dickens, James, and Zola.

Courses in Writing, Communication, and Theater Arts

3. **Public Speaking.** Every spring. Ms. Kaster.

Theory and practice of topic selection, audience analysis, research methods, development and organization of ideas, and delivery techniques. Designed for students with little or no experience in public speaking.

Prerequisite: Consent of the instructor.

4. **Topics in Communication.** Ms. Kaster.

Phonetics and Articulation. Fall 1976.

Introduction to and development of proficiency in the International Phonetic Alphabet. Analysis of the speech and hearing mechanisms. (Recommended for those interested in linguistics and speech pathology.)

The Group Performance of Literature. Fall 1977.

The study of literature through performance with emphasis on point of view and Burke's dramatistic analysis. Experience in reader's theater and chamber theater formats.

Prerequisite: Consent of the instructor.

Seminar in the Films of Francois Truffaut. Fall 1978.

Analysis of the French "new wave" and examination of Truffaut's Antoine Doinel quintet (*The 400 Blows, Love at Twenty, Stolen Kisses, Bed and Board,* and *Day for Night*).

Prerequisite: **English 6** and consent of the instructor.

5. **Argumentation.** Fall 1976. Ms. Kaster.

Emphasis on evaluating evidence; the use of induction and deduction in daily life; practice in using the Toulmin model. Designed for those without previous forensic experience.

6. **History, Theory, and Criticism of Film.** Every spring. Ms. Kaster.

The aim is to sharpen the perception of film as art. The history of the media, the major aesthetic theories, and the syntax of film are discussed as they function to clarify the nature of filmic expression. Films of major directors are viewed, including those of Melies, Griffith, Eisenstein, Wiene, Welles, Riefenstahl, Bergman, Penn, and Vanderbeek.

7, 1. **English Composition.** Every year. Fall 1976. Ms. Fairey.

Practice in expository writing, with special attention to the preparation, writing, and analysis of student essays. Ordinarily limited to students not planning to take **English 8.**

Prerequisite: Consent of the instructor.

7, 2. **Elements of Journalism.** Fall 1976. Mr. Cole.

An introduction to journalism: the researching and writing of news stories, political and critical reporting, emphasis on writing for print journalism.

Prerequisite: Consent of the instructor.

8. **Advanced Composition.** Every year. Spring 1977. Mr. Kempton.

Written work with emphasis on imaginative writing. Ordinarily limited to students who have not taken **English 7.**

Prerequisite: Consent of the instructor.

[9. **Literary Composition.**]

47. **Playwriting.** Every other year. Fall 1977. Mr. Rutan.

Study and practice in the writing of plays, with emphasis upon the one-act play.

Prerequisite: Consent of the instructor.

51. **Acting and Directing.** Every semester. Mr. Rutan.

A studio class for students interested in the fundamentals of acting and directing.

Prerequisite: Consent of the instructor.

52. **Set Design.** Every semester. Mr. Rutan.
A studio class for students interested in the fundamentals of set designing.
Prerequisite: Consent of the instructor.

53. **Technical Theater.** Every semester. Mr. Rutan with the assistance of the Theater Technician.
A studio class for students interested in the fundamentals of technical production in the theater.
Prerequisite: Consent of the instructor.

Advanced Courses in English and American Literature

10. **History of the Language.** Every other year. Spring 1978. Mr. Burroughs.
Extensive readings in Old English, and a survey of conspicuous developments in Middle and Early Modern English.

11. **Chaucer.** Every other year. Fall 1977. Mr. Burroughs.
A study of *Canterbury Tales, Prologue* and connecting links, *Troilus and Criseyde,* and minor poems.

12. **Epic and Romance.** Every other year. Spring 1977. Mr. Kempton.
The main tradition of secular narrative from antiquity to the Renaissance, including *Beowulf, Roland, Cligès, The Knight's Tale,* and a few English metrical romances.

13. **Shakespeare I.** Every fall. Mr. Coursen.
A study of Shakespeare's comedies; history plays, particularly the Second Henriad (*Richard II* to *Henry V*); early tragedies, including *Hamlet;* and tragicomedies.

14. **Shakespeare II.** Every spring. Mr. Coursen.
A study of the major tragedies, the Roman plays, and the final comedies.

15. **English Literature of the Early Renaissance.** Every other fall. Fall 1977. Mr. Redwine.
A critical study of the literature of the sixteenth century, with emphasis upon Elizabethan nondramatic poetry.

16. **English Literature of the Late Renaissance.** Every other spring. Spring 1978. Mr. Redwine.
A critical study of the literature of the seventeenth century exclusive of Milton, with emphasis on the poetry of Donne, Jonson, and their followers.

17. **Milton.** Every other year. Fall 1976. Mr. Redwine.
A critical study of his chief writings in poetry and prose.

18. **Eighteenth-Century Poetry and Prose.** Every other year. Fall 1977. Mr. Greason.
A study of neoclassical values, with special attention to the writings of Swift, Pope, and Johnson.
A second semester of eighteenth-century literature may be given in the spring.

19. **English Romanticism.** Every other year. Fall 1976. Mr. Hall.
The origins, growth, and nature of romanticism, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, with illustrative parallels in the visual arts, including paintings of Gainsborough, Reynolds, Constable, Blake, and Turner.

20. **Victorian Poetry.** Every other year. Spring 1977. Mr. Hall.
A critical study of the major Victorian poets.

21. **Twentieth-Century English and American Literature I.** Every other fall. Fall 1977. Mr. Hall.
The philosophic and technical bases of the modern schools: Hardy, Conrad, James, Yeats, Eliot, Joyce, Hemingway, Faulkner, and others.

22. **Twentieth-Century English and American Literature II.** Every other spring. Spring 1978. Mr. Coxe.
Readings in American and British poetry and fiction, 1900-1970. Such poets as Eliot, Stevens, and Pound; such novelists as Golding, Flannery, O'Connor, and Bellow. The list of authors varies from year to year.

30. **Literary Criticism: Definitions and Methods.** Spring 1977. Mr. Hall.
An approach to criticism through the definitions of its governing concepts and terms; analysis of selected critical writings and practice in the application of the principles and instruments of criticism.

31. **English Drama I.** Every other fall. Fall 1976. Mr. Greason.
English drama from the Middle Ages to the Restoration.

32. **English Drama II.** Every other spring. Spring 1977. Mr. Greason.
English and American drama from the Restoration to the present.

33. **The English Novel I.** Every other fall. Fall 1977.
The development of English fiction and the changing patterns of the novel in the eighteenth century: Defoe, Richardson, Fielding, Laclos, Austen, and either Sterne or Smollett.

34. **The English Novel II.** Every other spring. Spring 1978.
Nineteenth-century fiction from Dickens to Lawrence.

35. **American Literature I.** Every fall. Mr. Hall.
Pre-Civil War fiction. Emphasis on Hawthorne and Melville, and illustrative parallels in the painting of Allston, Cole, Durand, and others.

36. **American Literature II.** Every spring. Ms. Jackson.
Readings in American poetry and fiction. Significant works by Melville, Poe, Whitman, Dickinson, and others, up to and including Robinson and Frost.

41. **Studies in Literary Genres.** Every year.
Lectures, discussions, and extensive readings in a major literary genre: e.g., the narrative poem, the lyric poem, fiction, comedy, tragedy, or the essay.

Modern Fiction and After. Fall 1976. Ms. Jackson.
The struggle with nihilism and the attempt to recapture a sense of the miraculous. Writers include Joyce, Lawrence, Hemingway, Faulkner, Nabokov, Pynchon, and Percy.
Prerequisite: Consent of the instructor.

Modern Poetry. Fall 1976. Mr. Coxe.
A study of some major figures including Yeats and Eliot.
Prerequisite: Consent of the instructor.

Shakespeare and the Spectator. Spring 1977. Mr. Coursen.
An intensive study of Shakespeare's technique in evoking a variety of responses from individual spectators, based on the individual's unique psychology of perception, while creating a shared experience for a theater full of people. Students are expected to have a strong background in various techniques of literary criticism and a good grasp of the Shakespearean dramatic canon.
Prerequisite: Consent of the instructor.

The Victorian Novel. Spring 1977. Ms. Fairey.
A study of Dickens, Thackeray, Eliot, and others.
Prerequisite: Consent of the instructor.

[60. **Junior Major Tutorial.**]

200. **Independent Study.** The Department.

Environmental Studies

Administered by the Committee on Environmental Studies

Requirements for the Coordinate Major in Environmental Studies: The major involves the completion of a departmental major (1 below) and advanced work related to environmental matters (2).

1. The departmental major requirement may be satisfied by one of the three following programs. a) Completion of the major requirements in one of the following: biochemistry, biology, chemistry, economics, government, physics, or sociology and anthropology. b) The Coordinate Major in Geology-Environmental Studies: **Geology 11, 12, 26,** and three additional courses in geology. **Physics 17, Chemistry 18,** and two courses in mathematics. c) Completion of the major requirements in a department other than those listed above, *provided* that the student's program of studies has the approval of the committee as to its environmental content.

2. Five advanced courses relating to environmental studies approved by the committee, including at least three courses outside the major department. Such courses might be **Biology 29, Economics 18, Environmental Studies 51, Geology 26,** and independent study courses which have received prior approval by the committee. The selection of independent study is strongly recommended where appropriate to the student's needs and abilities. The topic for such study should be of an interdisciplinary nature where possible. In general, a student is free to propose any course to the committee as fulfilling this requirement.

[1. Introduction to Environmental Studies.]

[51. Seminar on Environmental Policy.]

Geology

Professor Hussey, *Chairman*

Students contemplating advanced study in geology should consult with the chairman of the department as soon as possible. They should plan a joint major between geology and chemistry, physics, biology, mathematics, or environmental studies. **Geology 11** and **12** should be taken during the freshman year. By the end of the sophomore year **Mathematics 11, 12** and **Physics 17-Chemistry 18** should be completed.

11. Introduction to Physical Geology. Every fall.

Lectures devoted to the composition and structure of the earth and the dynamic equilibrium processes that affect the earth's crust. Laboratory work includes the recognition and study of common rocks and minerals, the interpretation of topographic and geologic maps, and two half-day field trips to examine geological features of the Brunswick area. In addition, a one-day trip is taken to southern York County to examine evidence for glaciation, recent sea level changes, structures and types of metamorphic rocks, and sequence of intrusion of four major magma series. Three lecture hours and three laboratory hours each week.

12. Introduction to Historical Geology. Every spring.

Lectures devoted to a study of the principles involved in the interpretation of geologic history as deciphered from the rock record and a review of present knowledge of the evolution of the earth and its inhabitants. Three hours of laboratory work each week includes the recognition of fossils and their modes of preservation, interpretation of geologic maps, and a summary of the geologic history of the principal tectonic belts of North America. A one-day field trip is taken in the spring to illustrate important aspects of the geologic history of the southern coastal Maine area.

Prerequisite: **Geology 11.**

21. Mineralogy and Optical Mineralogy. Fall 1977 and 1979.

Lectures devoted to morphological crystallography, crystal chemistry, optical mineralogy, and a survey of the common rock-forming and economic minerals. Six hours of laboratory work each week include morphological and X-ray crystallography, and identification of minerals by hand specimen, chemical, optical, and X-ray diffraction techniques.

Prerequisite: **Chemistry 18** or **Geology 11.**

22. Petrology. Spring 1978 and 1980.

The classification, description, and genesis of the common rock types. Six hours of laboratory work each week devoted to the identification of rocks in hand specimen and examination of thin sections with the use of the polarizing microscope.

Prerequisite: **Geology 21.**

23. Structural Geology. Fall 1976 and 1978.

The primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work includes structural interpretation of geologic maps, construction of cross sections, and the use of stereographic projections and orthographic constructions in the solution of structural problems and presentation of data. Three lecture hours and three laboratory hours each week.

Prerequisite: **Geology 11, 12.**

26. Geomorphology. Spring 1977 and 1979.

The concepts of land form development and evolution, emphasizing modern quantitative methods of study, interpretation, and applications to environmental planning. Three lecture hours and three laboratory hours each week.

Prerequisite: **Geology 11.**

200. Independent Study.

German

Professor Hodge, *Chairman;* Assistant Professors Cafferty and Cerf

Requirements for the Major in German: The major consists of 1) any five courses from **German 13 through 18** (one semester of **German 5-6** may be included in this group) and 2) one semester of **German 22** or an independent study approved by the department.

1, 2. **Elementary German.** Every year. Fall 1976. Ms. Cafferty. Spring 1977. Mr. Cerf.

Three hours a week of training in grammar, composition, and reading. Two hours of audio-lingual training in the language laboratory.

3, 4. **Intermediate German.** Every year. Fall 1976. Mr. Hodge. Spring 1977. Ms. Cafferty.

Three hours a week of reading, composition, and review of grammar. One hour of audio-lingual training in the language laboratory or with the teaching assistant.

5, 6. **German Conversation and Composition.** Every year. Fall 1976. Mr. Cerf. Spring 1977. Mr. Hodge.

Designed to increase oral fluency, compositional skills, and understanding of spoken German. Metaphorical expression and other idiomatic usages may be emphasized during the second semester.

Prerequisite: **German 4** or equivalent.

8. **Advanced Translation: German to English.** Spring 1978.

For students of all disciplines who expect to do specialized reading or research work in German. Emphasis on discrepancies between grammar and style, various approaches to vocabulary learning, and "decoding" difficult structures. Readings from areas of general knowledge. As a final project each student translates a reading selection from his own subject area.

Prerequisite: **German 4** or equivalent.

13. **The Development of Literary Classicism.** Fall 1977.

Beginning with the reaction against the Age of Reason and continuing into the later works of Goethe and Schiller.

Prerequisite: **German 4** or equivalent.

14. **The Romantic Movement.** Spring 1978.

Its literary philosophy, several schools of thought, and preferred genres, including consideration of such representative or influential figures as Tieck, A. W. and F. Schlegel, Kleist, Arnim, Brentano, Chamisso, Eichendorff, E. T. A. Hoffmann, and Schopenhauer.

Prerequisite: **German 4** or equivalent.

15, 16. Literature of the Nineteenth and Twentieth Centuries. Fall 1976. Ms. Cafferty. Spring 1977. Mr. Cerf.

German literature ca. 1830-1950. Such authors as Hebbel, Storm, Meyer, Keller, Hauptmann, Hofmannsthal, Mann, Kafka, and Brecht are included.

Prerequisite: **German 4** or equivalent.

17. Contemporary Literature. Fall 1976. Mr. Hodge.

Stress on the newest—largely untranslated—authors and on authors not ordinarily considered in **German 15, 16,** e.g., Dürrenmatt, Grass, Böll, Weiss, Handke, Dorst, and Doderer, among others.

Prerequisite: **German 4** or equivalent.

18. The Short Prose Form. Fall 1977.

Unique theory, form, and content of the German *Novelle* as they have developed from Goethe to the present.

Prerequisite: **German 4** or equivalent.

22. Seminar in Aspects of German Literary History. Every spring.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and literary-historical periods. *This course may be repeated for credit with contents changed.*

Prerequisite: One semester's work beyond **German 4** or equivalent.

Spring 1977. **Büchner, Toller, and Brecht: Epic Theater and Revolutionary Drama.** Ms. Cafferty.

Brecht's dramatic theory and works examined against the historical background and literary tradition which culminated in his Epic Theater.

31. German Literature in English Translation. Every fall.

This course may be repeated for credit with contents changed.

Fall 1976. **Weimar Culture.** Mr. Cerf.

A reading of the literary masterpieces of the writers who lived in Weimar Germany, e.g., Mann, Brecht, Rilke, Hesse, and Kafka. The course will trace the emergence of a social consciousness among twentieth-century German authors.

32. Germanic Mythology in English Translation. Spring 1977. Mr. Hodge.

An exploratory course, considering such documents as the *Eddas, Song of the Volsungs, Song of the Nibelungs,* and possibly others, according to availability of texts and strictures of time. Topics considered may include use and role of magic, distinctions between gods and heroes, transformation of mythological material through the ages, concept of honor, universal and/or recurring themes and character types.

200. Independent Study. The Department.

Government and Legal Studies

Associate Professor Potholm, *Chairman;* Professors Donovan, Morgan, and Rensenbrink; Assistant Professors Hooglund, Palmer, and Schoolman; Mrs. Miner and Mr. Springer

Requirements for the Major in Government and Legal Studies: The major consists of at least two Level A courses and at least six Level B courses. Majors must, however, take at least one course from each division of the department's offerings: American government **(Government 3, 5, 6, 9, 10, 13, 14, 30,** and **31);** comparative government **(Government 4, 12, 23, 24,** and **25);** political theory **(Government 1, 16, 17, 19,** and **20);** and international politics **(Government 2, 7, 8, 15,** and **18).**

In addition, the student seeking to graduate with honors in government and legal studies must take both semesters of the honors seminar **(Government 60, 61)** during his senior year and must prepare an honors paper. No more than one semester of independent study, including independent study for honors, may be substituted for a course in completing the eight-course requirement (two from Level A and six from Level B).

Sophomore standing is required for courses numbered 5-39; junior standing for courses numbered 40-49; senior standing for courses 60-69. Courses numbered 50-59 are specialized seminars with individualized requirements as to class standing and prerequisite courses.

Level A Courses

1. **Introduction to Political Theory: Basic Themes of Ancient, Christian, and Modern Western Political Thought.** Fall 1976. Mr. Schoolman. Spring 1977. Mr. Rensenbrink.

   A study of works by Plato, Aristotle, the Stoic and Epicurean philosophers, Thomas Aquinas and/or Augustine, and Machiavelli. Also selected readings from the modern and contemporary periods; choices are made at the discretion of the instructor.

2. **Introduction to International Relations.** Spring 1977. Mr. Potholm.

   Identifies and explains patterns of interaction among nation-states. Focuses on developments since World War II, but many lectures draw on material from other periods. Such topics as the nature of man and the causes of war, the international espionage subculture, revolutionary change, and environmental constraints are considered.

3. **Introduction to American Politics.** Fall 1976 and spring 1977. Mr. Schoolman.

   Combines an institutional-structural and behavioral approach to the

study of American politics. Attention is divided among the presidency, Congress, justice and the Supreme Court, ideology, political parties, political culture and political socialization, public opinion, elections and voting behavior, and bureaucratic politics.

4. **Introduction to Comparative Government.** Fall 1976 and spring 1977. Mr. Hooglund.

An introduction to the study of governments other than the United States. Governments selected for study vary from year to year but usually include a Western European parliamentary type, a communist one-party type, and the government of a non-Western, noncommunist developing country.

Level B Courses

[5. **Local Governments.**]

[6. **Law and Society.**]

7. **International Law.** Fall 1976. Mr. Springer.

The modern state system, the role of law in its operation, the principles and practices which have developed, and the problems involved in their application.

Prerequisite: Any Level A course.

8. **International Organization.** Spring 1977. Mrs. Miner.

The development of international institutions, including the United Nations and the European Community.

Prerequisite: Any Level A course.

[10. **The American Presidency.**]

12. **Advanced Comparative Government.** Spring 1977. Mr. Rensenbrink.

An exploration of political development or modernization, either by a comparison of a Western developed country (other than the United States) to a non-Western underdeveloped country or by the analysis of the modernization of a contemporary European government. Comparisons and contrasts will be made in the light of analytic materials that probe the nature of development and which identify the problems of political formation and continuity. The aim is to involve the student in significant political issues in a familiar and in an unfamiliar context and thereby sharpen his understanding of basic political forces and of options available under varying circumstances.

This course is offered in close coordination with **Economics 14.** Students are required to register for both courses.

Prerequisite: Consent of the instructor.

13. **Parties, Interest Groups, and Elections in America.** Fall 1976. Mr. Donovan.

Parties and interest groups, their functions in the American system, and their relationships with other political institutions. Also the dynamics of voting behavior and campaign techniques.

Prerequisite: Any Level A course.

14. **The Policy-Making Process.** Fall 1976. Mr. Donovan.

The policy-making process in American government with emphasis on executive-legislative relations, the roles of Congress and the presidency, and the basic problem of responsible formulation of public policy in American democracy.

Prerequisite: Any Level A course.

15. **Advanced International Politics.** Fall 1976. Mr. Springer.

An examination of some new and even novel approaches to the study of international politics. Designed to help students become aware of the ways in which the relations between nation-states may be conceptualized and studied.

Prerequisite: **Government 2, 7, 8,** or **18.**

16. **Development of American Political Thought.** Spring 1977. Mr. Donovan.

American political thought from the seedtime of the Republic through the present. Emphasis on an analysis of major American thinkers from Madison to John Dewey. Concludes with an examination of the contemporary dialogue of American liberalism, conservatism, and radicalism.

Prerequisite: Any Level A course.

17. **Problems in Political Analysis.** Spring 1977. Mr. Schoolman.

A survey of the major approaches to the study of comparative politics (the methodology of comparative politics, political culture and socialization, comparative bureaucracy, etc.), international politics (communications theory, systems and cybernetic analysis), urban politics (community power study), American politics (elite studies, empirical democratic theory, etc.), and group theory. Lectures include topics on the philosophical foundations of modern political science, explanation in the social sciences, the behavioral revolution in political science, and the decline and rise of normative political theory. Strongly recommended for students intending to do graduate work in political science.

18. **American Foreign Policy: Its Formulation and the Forces Determining Its Direction.** Spring 1977. Mrs. Miner.

The major theories concerning the sources and conduct of American

foreign policy since World War II. Not only diplomatic, constitutional, and administrative factors but also economic and cultural forces are considered.

Prerequisite: Any Level A course or **History 22.**

19. **Theoretical Foundations and Early Criticism of the Western Industrial State (Hobbes to Marx).** Fall 1976. Mr. Rensenbrink.

A study of the works by Locke, Hobbes, Montesquieu, Rousseau, Kant, Burke and/or DeMaistre, Hegel, Saint Simon and/or Comte, and Marx. Selected readings from the contemporary period; choices are made at the discretion of the instructor.

20. **Reason and Revolution: The Nineteenth and Twentieth Centuries (Hegel to Marcuse).** Spring 1977. Mr. Schoolman.

A systematic study of the political and philosophical dimensions of Hegel's Preface to the *Phenomenology of Mind* and the "Introductory Lectures to Aesthetics," of Marx's early writings, Nietzsche's *Will to Power,* Lukacs' *History and Class Consciousness,* Freud's *Civilization and Its Discontents,* selected parts of Weber's *Economy and Society,* Mannheim's *Ideology and Utopia,* and Marcuse's *One-Dimensional Man* and *Eros and Civilization.* Other contemporaries may be introduced at the discretion of the instructor.

23. **African Politics.** Fall 1976. Mr. Potholm.

An examination of the underlying political realities of modern Africa. Emphasis on the sociological, economic, historical, and political phenomena which affect the course of politics on the continent. While no attempt is made to cover each specific country, several broad subjects, such as hierarchical and polyarchical forms of decision-making, are examined in depth. There is a panel discussion with African students and scholars at the end of the course.

Prerequisite: Any Level A course or consent of the instructor.

25. **Political Analysis and the Forces of Change.** Fall 1976. Mr. Potholm.

The study of the process of political development, including an analysis of elite groups as crucial variables in the modernization process, models and patterns of political development, dysfunctional factors impeding modernization, and aspects of political stagnation and devolution. A variety of material is used, including fiction, nonfiction, and films.

Prerequisite: Any Level A course or consent of the instructor.

30, 31. **American Constitutional Law.** Every year. Mr. Morgan.

Constitutional principles in the United States. The case method is used in the presentation of material.

Advanced Seminars

The specific subject matter of each seminar will vary according to the interests of the instructor. The department does not expect to give all, or in some cases any, seminars in a given semester. The seminars are intended to utilize the scholarly interests of members of the department and provide advanced work for selected students who have successfully completed a number of lower-level courses in the field in which they seek to take a seminar.

40. Advanced Seminar in Political Theory.

Fall 1976. **The Theory and Strategy of Social Change.** Mr. Rensenbrink.

This seminar attempts to fuse theory and practice and features a) the internal dimensions of transformation, emphasizing the nature and stages of rebellion; b) the external dimensions, or structural limits and dynamics, of action for change; and c) the nature of action, the relation of theory and practice (praxis), and various models of practical/critical activity. The course requires substantial reading in recent and contemporary literature on problems of change and liberation. It seeks to engage the student as a fully participating member of a group committed to serious inquiry; and it tries to find ways to translate the conceptualizing of problems into practical perceptions of their "in-real-life" dimensions.

Prerequisite: Consent of the instructor.

41. Advanced Seminar in Comparative Politics.

Spring 1977. **Southern Africa in Transition.** Mr. Potholm.

The seminar deals with the complex changes in Africa south of the Zambezi. Particular attention is paid to the future of the former Portuguese territories and South Africa. Course counts for credit under either the comparative politics or international relations track within the department.

Prerequisite: Consent of the instructor.

42. Advanced Seminar in International Relations.

Fall 1976. **Conflict between States.** Mr. Hooglund.

An examination of selected cases in an effort to identify the factors and perceptions which lead to conflict between states. Focus is on the Middle East.

Prerequisite: Consent of the instructor.

43. Advanced Seminar in American Politics.

Spring 1977. **Nineteenth-Century Public Policy Makers: Bowdoin Men in the Mainstream.** Mr. Donovan.

This seminar studies the public careers of William P. Frye, Franklin

Pierce, William Pitt Fessenden, Joshua Chamberlain, O. O. Howard, Melville W. Fuller, Thomas Brackett Reed, and De Alva Stanwood Alexander. Together the public careers of these men were intertwined with the Kansas-Nebraska Act, the Civil War, the period of Reconstruction, including the writing of the 13th, 14th, and 15th Amendments, the expansion of judicial review, Congressional government and the imperialist-anti-imperialist struggle.

Prerequisite: Completion of **Government 16** with distinction and consent of the instructor.

***60-61. Honors Seminar.** Every year. The Department.

200. Independent Study. The Department.

History

President Howell; Professor Levine, *Chairman;* Professor Whiteside; Associate Professors Karl and Nyhus; Assistant Professors Kelly, Langlois, Motani, Walter, and Wolfe; Lecturer Briasco

Requirements for the Major in History: The departmental offerings are divided into the following fields: Europe to 1715, Europe since 1500, Great Britain, United States, Asia, Africa, and Latin America. In meeting the field requirements, courses in Europe between 1500 and 1715 may be counted toward early or modern Europe but not toward both of them.

The major consists of eight courses, distributed as follows:

a) A primary field of concentration, selected from the above list, in which four or more courses are taken. One of the courses must be numbered in the 50s, selected with departmental approval, in which a research essay is written.

b) Two supplemental fields, in each of which two courses are taken.

All history majors seeking departmental honors will enroll in at least one semester of the Honors Seminar **(History 60, 61).** Its primary requirement is the research and writing of the honors thesis. In addition, the seminar is to provide a forum in which the students, together with the faculty, can discuss their work and the larger historical questions that grow out of it.

With departmental approval a student may offer for credit toward the history major college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. A student who anticipates study away from Bowdoin should discuss with the department, as early in his college career as possible, a plan for the history major which includes work at Bowdoin and elsewhere.

The freshman-sophomore seminars listed under **History 3** are not required for the major, but one such seminar may count toward the required eight courses.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history, and he should have received an honor grade in at least one of them.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Each major has a departmental adviser. A student should plan, in consultation with his adviser, a program that progresses from introductory to advanced levels. The courses numbered in the 50s presuppose a reasonable background understanding. They are open with the consent of the instructor to history majors and other students, normally upperclassmen. The department endeavors to keep enrollments in these courses sufficiently small to permit active participation by each student.

[1. History of Western Civilization I.]

[2. History of Western Civilization II.]

Freshman-Sophomore Seminars

The following seminars are introductory in nature. They are designed for freshmen and sophomores who have little background in history generally or in the period and area in which the particular topic falls. Enrollment is limited to twenty students in each seminar.

Objectives are 1) to cover the essential information relating to the topic, together with a reasonable grounding in background information, and 2) to illustrate the manner in which historians (as well as those who approach some of the topics from the point of view of other disciplines) have dealt with certain significant questions of historical inquiry.

The seminars are based on extensive reading, class discussion, oral reports, two or three short critical essays, and an examination.

History 3. 1975-1976.

Seminar 1. The Roots of Pluralism in European Society. Fall 1976. Mr. Nyhus.

Begins with an analysis of the unitary culture of the later Middle Ages. Then students analyze that array of historical forces—Renaissance humanism, religious dissent, emergent national feeling, and social discontent—which produced the pluralistic society of early modern Europe. Student projects are based on primary sources.

Seminar 2. The Poor and Society. Fall 1976. Mr. Levine.

A comparative look at how four Western societies—Germany, Den-

mark, England, and the United States—have responded to "the poor," what characteristics they perceive in poor people, and how they have conceptually and institutionally dealt with the issues. Readings primarily from legislation and novels.

Seminar 3. Colonial Rule and Local Response in Africa and the Middle East. Spring 1977. Mr. Motani.

A survey of ideological and institutional aspects of imperialism and colonialism followed by a consideration of the types and stages of African and Arab reactions to their nineteenth- and twentieth-century colonial masters. The Arab-Zionist conflict, resulting from Jewish immigration into Palestine and the creation of Israel, is tested as a colonial conflict.

Seminar 4. Slavery in the Western Hemisphere. Spring 1977. Mr. Kelly.

An introductory study of slavery and slave societies in the United States, Caribbean, and Brazil. Special emphasis placed on their comparative aspects.

[4. Political, Cultural, and Intellectual History of Europe in the Classical Period.]

5. History of Europe in the Middle Ages. Every other year. Spring 1978. Mr. Nyhus.

A survey covering political and social institutions as well as intellectual and cultural movements. Begins with the end of the Roman Empire but emphasizes the Carolingian period and the High Middle Ages.

6. History of the Reformation and the Age of Louis XIV. Every other year. Fall 1977. Mr. Karl.

A brief overview of the Reformation serves as an introduction to the social, political, and intellectual history of Continental Europe from the sixteenth century to the death of Louis XIV.

7. History of the Enlightenment and the Revolutionary Era. Every other year. Spring 1977. Mr. Karl.

A survey of Continental European history from the death of Louis XIV to the Revolutions of 1848, with focus on the French Revolution and its role in European development.

8. Germany: Thirty Years' War to Bismarck. Every other year. Spring 1977. Mr. Karl.

A consideration of some mainstreams in German development, concentrating on the eighteenth and nineteenth centuries and directed toward exploring the historical background to the German problem.

In view of the complexity of German history, prior college-level study in European history is recommended.

9. **History of Europe from the Revolutions of 1848 to World War I.** Every other year. Fall 1976. Mr. Briasco.

Political and social history of European states and their imperialistic expansion, ending in a detailed study of the origins of World War I.

10. **Recent European History.** Every other year. Fall 1977. Mr. Briasco.

A survey of World War I and the peace settlements as a background for the study of political and social developments in Europe in the interwar period, World War II, and current international problems.

11. **Renaissance Europe.** Every other year. Spring 1977. Mr. Nyhus.

A close study of the politics and culture of the period. Consideration of the historical problem of a renaissance.

12. **Alienation and Response in Nineteenth-Century Europe.** Fall 1976. Mr. Wolfe.

Alienation will be viewed as a characteristic perspective of the romantic world-view as it emerged in the late eighteenth century, and its classical expositions will be found in the writings of Rousseau. The demand for social regeneration and reorganization, manifested especially in nationalism, socialism, and the various secular religions of the nineteenth century, will then be seen as a response to the experience of alienation and as a means of overcoming it. Mills' writings will be examined. The course will then focus on Marx. The influence of Darwinism will be explored. Late nineteenth-century social democracy will be considered as a synthesis of the above intellectual tendencies. Nietzche, in contrast, will be seen as repudiating all those tendencies.

13. **History of Russia to Emancipation.** Every other year. Fall 1977. Mr. Karl.

A broad survey beginning with medieval Russia but concentrating on the rise of Muscovy, Peter the Great, and developments leading to the peasant Emancipation of 1861.

14. **History of Russia: Emancipation to the Present.** Every other year. Fall 1976. Mr. Karl.

Begins with the reign of Nicholas I and focuses mainly on the long-term coming, course, and aftermath of the Revolution of 1917. Events after Stalin are treated more briefly. No prior knowledge of European history is expected.

15. **History of England to 1550.** Every other year. Fall 1976. Mr. Howell.

A survey of the political, cultural, intellectual, social, and economic aspects of English life from pre-Roman times to the Reformation.

16. **History of England from the Sixteenth to the Nineteenth Century.** Fall 1977. Mr. Howell.

Emphasis on the interdependence of constitutional and social history while considering the Elizabethan age, the prolonged revolution of the seventeenth century, and the normalization of the constitution in the eighteenth century. Concludes with the breakup of the old colonial empire and the beginnings of industrialization.

17. **History of England from 1800 to the Present.** Every other year. Spring 1978. Mr. Wolfe.

A survey of the cultural, intellectual, political, constitutional, social, and economic development of England.

21. **Interpretations of American History.** Fall 1976. Mr. Levine.

Consideration of four or five topics, from the American Revolution to the present, all related to social change. How historians have disagreed with each other, the nature of historical inquiry, and the relationship between past and present. Readings include Hartz, *The Liberal Tradition in America;* Lowi, *The End of Liberalism;* Hamilton, *Report of the National Bank;* and Collingwood, *The Idea of History.*

22. **The Colonial Experience.** Every other year. Spring 1977. Mr. Kelly.

A survey of the colonial origins of American society. The primary focus will be on the social, economic and political development of the colonies to 1776.

23. **The Age of Jefferson and Jackson.** Fall 1977. Mr. Kelly.

A study of the growth of American society during the early national period of American history, 1776-1844. Social and intellectual currents as well as economic and political development are covered.

24. **The American Civil War.** Fall 1977. Mr. Whiteside.

The Civil War in the context of nineteenth-century American political, economic, social, and intellectual history. A comparative critical examination of changing interpretations of the causes, consequences, and significance of the conflict.

Prerequisite: A course in American history to 1860 or consent of the instructor.

25. **American Society and Thought, 1865-1917.** Spring 1978. Mr. Whiteside.

The transformation of American society through industrialization, urbanization, and immigration. Exploration of the effort to adapt older institutions to the new conditions. Social critics and theorists are studied.

26. **The Foreign Relations of the United States since 1898.** Spring 1977. Mr. Whiteside.

Consideration of the nation's changing role in world affairs since the

war with Spain. Imperialism and its critics; preparedness, diplomacy, and World War I; varieties of isolationism—before, during, and since its peak years 1935-1939; the challenge to isolationism and America's participation in the struggle against the Axis powers; the American role in international organizations; "realism," containment, and the cold war; the challenge to cold war thinking since the involvement in Vietnam; the changing American role in Asia, Latin America, the Near and Middle East.

27. **The United States since 1945.** Every other year. Spring 1977. Mr. Levine.

Consideration of social, intellectual, political, and international history. Topics include the cold war; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian or anti-Keynesian economic policies; the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his own choice.

28. **The Black Man in American Society until Reconstruction.** Fall 1976. Mr. Walter.

African backgrounds to North American slavery, the slave trade, slavery in the northern colonies and states, southern slavery and its variation, slavery in the cities, the free Negro—North and South, anti-slavery and abolition, the black man and the Civil War, Reconstruction.

29. **The Black Man in American Society since Reconstruction.** Every other year. Spring 1977. Mr. Walter.

The failure of Reconstruction and its consequences, the development of institutions in the black society, the migration north and its consequences. Consideration of prejudice, discrimination and various types of oppression, resistance, and rebellion. The emotional flavor of oppression and resistance. Readings include Allport, *The Nature of Prejudice,* Malcolm X, *Malcolm Speaks,* and Margaret Walker, *Jubilee.*

30. **The American South since the Civil War.** Fall 1976. Mr. Whiteside.

An interdisciplinary course in regional history. Attention is given to political patterns, economic problems, social relationships, and the literature of the modern South. Particular attention given to the tension between the cultural traditions of the antebellum South and various progressive appeals for a "new" South. This experimental course, developed with the aid of a Mellon Fund grant, is being taught with the assistance of R. Lewis McHenry '77.

34. **Modern East Asia.** Fall 1976. Mr. Langlois.

A survey of Chinese, Japanese, Korean, and Vietnamese history from the late nineteenth century to the present.

35. **History of China to 1800.** Every other year. Fall 1976. Mr. Langlois.

The history of the major dynasties in China up to the arrival of the Western industrial powers in the nineteenth century. In addition to historical studies of social, political, and economic institutions, works of art, literature and philosophy are considered as documents contributing to the understanding of Chinese culture.

36. **Intellectual History of China.** Fall 1977. Mr. Langlois.

Some of the major themes in Chinese thought from earliest times through the twentieth century, with an attempt to relate them to historic situations.

37. **Mao Tse-tung and the Communist Revolution in China.** Spring 1977. Mr. Langlois.

An advanced study based on readings in biographies, monographs, and translated documents.

Prerequisite: **History 34** or consent of the instructor.

[38. **Modern Japanese History.**]

[39. **Africa from Antiquity to the Nineteenth Century.**]

[40. **Africa since 1800.**]

41. **The Making of Modern East Africa, 1870s to the Present.** Fall 1976. Mr. Motani.

A territorial and thematic study of Kenya, Tanzania and Uganda. Main themes: traditional African societies and their response to European and Asian intruders; the three-tier (white/brown/black) colonial system; new African elites; decolonization; the "Asian Problem"; Nyerere's socialism, Kenyatta's capitalism, Obote's "egalitarianism," and Amin's "Idi-ology."

42. **West Africa in the Nineteenth Century.** Spring 1977. Mr. Motani.

Examines the black African societies between the Senegal and Niger rivers. Topics include: significance and decline of the trans-Saharan trade; impact of the Atlantic slave trade; importance of the Islamic Revolutions; traditional African social, political, economic and religious systems; European conquest and African resistance; British and French colonialism and legacies for the Africans in the post-independence period.

43. **The Near East in Modern Times: The Arab World, Turkey and Israel since 1800.** Fall 1976. Mr. Motani.

A survey of the Ottoman Empire and its Arab provinces on the eve of the Napoleonic invasion of Egypt in 1798; impact of western technology and ideas on traditional Muslim societies; emergence of nation-states; Arab nationalism and Zionism; the European colonial factor; oil-power;

Arab resurgence and Muslim ascendance in the Third World. The generally misunderstood male-female relations and the position of women in the Arab World are discussed.

46. **Latin American History: The Colonial Period.** Fall 1976. Mr. Kelly.
A comprehensive survey of the period to the wars of independence. Emphasis will be on the political, social, economic, and cultural developments of the Spanish and Portuguese empires in the New World, with some comparison of colonial Latin American institutions with those of North America.

[47. **Latin American History: The National Period.**]

Problems Courses

Courses 51 through 55 involve the close investigation of certain aspects of the areas and periods represented. Following a reading in and a critical discussion of representative primary and secondary sources, students develop specialized aspects as research projects, culminating in oral presentations and written essays. Adequate background is assumed, the extent of it depending on whether these courses build upon introductory courses found elsewhere in the history curriculum. Enrollment in these courses requires the consent of the instructor.

[51. **Problems in Early European History.**]

52. **Problems in Modern European History.**
Fall 1976. **Nazi Germany: Why?** Mr. Karl.
Spring 1977. **The New European Imperialism: Late Nineteenth and Twentieth Centuries.** Mr. Wolfe.
Spring 1977. **Twentieth-Century European Intellectual History.** Mr. Wolfe.

53. **Problems in British History.**
Fall 1976. **Victorian England.** Mr. Wolfe.
Spring 1977. **The English Revolution of the Seventeenth Century.** Mr. Howell.
Spring 1978. **The Evolution of the British Constitution from Henry VII to George III.** Mr. Howell.

54. **Problems in American History.**
Fall 1976. **The Family in American History.** Mr. Kelly.
Fall 1976. **The United States during the 1920s.** Mr. Whiteside.
Spring 1977. **The New Deal.** Mr. Levine.
Spring 1977. **Topics in Maine History.** Mr. Whiteside.

55. Problems in Asian History.
Spring 1977. **The Ming Dynasty.** Mr. Langlois.

60-61. Honors Seminar. Every year. The Department.

200. Independent Study. The Department.

Independent Language Study

Associate Professor Nunn (Romance Languages), *Director*

Students who have demonstrated high motivation and for whom a special language is pertinent to their educational plans may undertake Independent Language Study for academic credit. These courses are given under the supervision of a member of a foreign language department. Emphasis is placed on self-instruction through the use of tape-recorded materials. In addition, there are regular meetings with native speakers. Examinations are conducted at the end of each semester by faculty members from Bowdoin or from other colleges or universities. Approval in advance must be given by the director of the program and by the Recording Committee. These courses may be in any language for which programmed tapes, native speakers, and qualified examiners are available. Requests for new language programs should be submitted to the director early in the spring semester for the following year.

***11-12. Elementary Chinese.** 1976-1977. Mr. Langlois.

***13-14. Intermediate Chinese.** 1976-1977. Mr. Langlois.

***25-26. Elementary Hebrew.** 1976-1977. Mr. Nunn.

27, 28. Intermediate Hebrew. 1976-1977. Mr. Nunn.

***45-46. Elementary Portuguese.** 1976-1977. Mr. Nunn.

Mathematics

Professor Grobe, *Chairman;* Professors Chittim and Johnson; Associate Professor Ward; Assistant Professors Barker, Fay, Hadlock, Moynihan, Rasmussen, and Silver; Lecturer Curtis

Requirements for the Major in Mathematics: The major consists of a coherent program of courses, reviewed and approved by the department on an individual basis. Such a program must include at least seven courses numbered above 20, except that a quantitative course from another department (e.g., **Chemistry 32, Economics 16,** or **Physics 37**) may be substituted for one of these by written consent of the department. Basic courses in both algebra (e.g.,

Mathematics 21) and analysis (e.g., **Mathematics 13** or **22**) are strongly recommended for all mathematics majors. A major program should include a selection of some courses in which the emphasis is primarily theoretical, as well as courses which are useful for applications. An exceptional major who demonstrates that he or she is capable of intensive advanced work is encouraged to undertake an independent study project in a topic which is of personal interest or importance to him. Such an independent study receives course credit and with departmental approval may also help satisfy the major requirement.

By the beginning of the junior year, each major will submit a proposed major program for departmental approval. This program may undergo changes during the junior and senior years, but departmental approval is required for any such changes. A revised major program should maintain the required coherence.

Below are listed some of the courses recommended to students contemplating various careers in mathematics.

For secondary-school teaching: **Mathematics 17, 21, 25, 5** or **26, 27, 32, 33, 35, 36.**

For graduate study: **Mathematics 32, 35, 39,** and at least one 40-level course.

For engineering and applied mathematics: **Mathematics 22, 26, 27, 28, 29, 31, 34, 37, 38.**

For operations research, management science, and econometrics: **Mathematics 26, 27, 29, 30, 37, 38,** and **Economics 16.**

For computer science: **Mathematics 5, 26, 30, 35, 36.**

2. **Topics in Mathematics.** Every spring.

   Elementary topics are presented to demonstrate the origins of mathematical problems, the nature of mathematical language and proof, and the purpose and applicability of abstract mathematics. Likely topics include number fields, linear programming, game theory, elementary number theory, infinite sets, probability, numerical analysis, algebra, and geometry.

5. **Introduction to Computer Programming.** Every fall. The Computing Center Staff.

   An introduction to programming and using a modern time-sharing computer system (DEC System-10). Focus is on the techniques and algorithms that are fundamental in information storage and retrieval. The primary language to be studied will alternate between Basic (1976-1977) and Fortran IV (1977-1978). There will also be a brief introduction to Cobol and Macro-10.

10. **Introduction to College Mathematics.** Every fall. Mr. Rasmussen.

    An introduction to combinatorics, probability theory, linear algebra, linear programming, and computer programming for the PDP-10. This

course, followed by **Mathematics 11** in the spring, is intended as a one-year introduction to mathematics and, as such, is recommended for those students who intend to take only one year of college mathematics. **Mathematics 10** may also be used to satisfy the prerequisites for **Mathematics 30.**

11. **Differential and Integral Calculus I.** Every semester. The Department.

An introduction to limits; the derivatives of rational functions and roots of rational functions; the chain rule; the derivatives of the trigonometric functions; applications of the derivative to curve sketching; the Mean Value Theorem; integration of algebraic functions; areas between curves. The spring semester version includes additional topics and examples relevant to the social and life sciences.

Open to students whose secondary school background has included at least three years of mathematics.

12. **Differential and Integral Calculus II.** Every semester. The Department.

Techniques of integration; the logarithm and exponential functions; the inverse trigonometric functions; applications of the integral; improper integrals; series, including Taylor's theorem and differentiation and integration of power series.

Prerequisite: **Mathematics 11** or equivalent.

13. **Linear Algebra and Multivariate Calculus.** Every semester. The Department.

The basic concepts of linear algebra, including the Gauss elimination process, vectors and linear functions, matrix algebra, vector spaces, linear transformations, and an introduction to determinants, inner products and eigenvalues. The basic concepts of multivariate calculus including graphing, partial derivatives, the differential, and multiple and iterated integrals.

Prerequisite: **Mathematics 12** or equivalent.

14. **Elementary Probability and Statistics.** Every spring. Mr. Moynihan.

Course material is equally divided between probability and statistics. Probability topics include basic axioms, combinatorics, conditional probability, independence, discrete and continuous random variables, mean, variance and expected values. Topics in statistics include descriptive statistics, random sample, sample mean, sample variance, point estimates, confidence intervals, and hypothesis testing. Additional topics, as time allows, are chosen from regression, correlation, analysis of variance, and decision theory.

Prerequisite: **Mathematics 11** or a good high school course in calculus or consent of the instructor.

17. **Elementary Topics in Algebra.** Fall 1976. Mr. Chittim.

Real and complex numbers, determinants and matrices, theory of equations, divisors and prime numbers, congruences, quadratic residues, continued fractions.

Prerequisite: Two semesters of college mathematics or consent of the instructor.

21. **Vector Geometry and Linear Algebra.** Every semester. The Department.

Vectors, matrices, vector spaces, linear transformations, inner and cross products, eigenvalues, applications to systems of linear equations.

Prerequisite: A year of college mathematics or equivalent.

22. **Calculus of Vector Functions.** Every spring.

The differential and integral calculus of more than one variable. Vector fields; gradient, curl, and divergence; theorems of Green, Gauss, and Stokes. Applications.

Prerequisite: **Mathematics 12** and **21**, or **Mathematics 13**, or consent of the instructor.

25. **Number Theory.** Spring 1977.

An introduction to elementary number theory. Factorization and the notion of primes and irreducible elements in various number systems, together with the problems of unique factorization and of finding integer solutions for certain equations. Congruences and the law of quadratic reciprocity. A brief look at various number theoretic functions. Rational approximation of irrational numbers, a criterion for transcendance, and continued fractions.

26. **Numerical Analysis.** Every spring. Mr. Curtis.

Basic and Fortran programming, solutions of systems of linear and nonlinear simultaneous equations, polynomial approximation, numerical differentiation and integration, solutions of systems of first-order differential equations. The PDP-10 time-sharing system is used extensively.

Prerequisite: **Mathematics 13** or **21** or consent of the instructor.

27. **Probability.** Fall 1976. Mr. Moynihan.

A detailed course in basic probability. Topics include probability spaces, combinatorial models, conditional probability, independent and dependent events, random variables, binomial distribution, poisson distribution, and normal distribution. Finite Markov chains are studied in detail. The main emphasis is on probabilistic models from several areas, including medicine, genetics, psychology, physics, and games of chance.

Prerequisite: **Mathematics 12** or consent of the instructor.

28. **Mathematical Models in Science.** Spring 1978.

How elementary models from analysis, algebra, geometry, topology, and probability arise naturally in science. The scientific focus of the course varies according to the interests of the instructor and students.

Prerequisite: **Mathematics 13** or **22.**

29. **Graph Theory and Combinatorics.** Fall 1976. Mr. Rasmussen.

An introduction to the theory and applications of combinatorics with emphasis on graph theory. Ramsey's theorem, trees, blocks, matching, digraphs, and duality. Applications to Latin squares, designs, map coloring problems, tournament scheduling, and network theory.

Prerequisite: One year of college mathematics or consent of the instructor.

30. **Linear Models.** Every spring.

Techniques for optimizing linear programming problems, many of which arise in economics: production problems, resource allocation problems, and the transportation problem. An introduction to the ideas of game theory, and the solution of two-person, zero-sum games are included.

Prerequisite: **Mathematics 10** or **12** or **21** or consent of the instructor.

31. **Applied Analysis.** Every spring.

The material for this course is selected from the following list of topics: the Taylor expansion, uniform convergence, Fourier series, the Laplace transform, general methods in ordinary linear differential equations, boundary value problems including the Sturm-Liouville equation and an introduction to partial differentiation equations.

For the spring of 1977, the course will emphasize differential equations.

Prerequisite: **Mathematics 13** or **22.**

32. **Advanced Calculus.** Every spring.

An introduction to the theory of functions of one real variable. A major goal is the rigorous development of the foundations of the calculus. Topics include definition, completeness, and topological properties of the real numbers, metric spaces, sequences, continuity, differentiability, and the Riemann integral. Additional topics may be chosen from the following: series of numbers and functions, the Riemann-Stieltjes integral, and properties of some transcendental functions.

Prerequisite: **Mathematics 12** or consent of the instructor.

33. **Foundations of Geometry.** Spring 1978.

Euclidean and non-Euclidean geometries will be treated in the framework of Klein's Erlangen program. Topics are chosen from convexity,

ruler and compass constructions, the foundations of Euclidean geometry, non-Euclidean geometry, and affine and projective geometry.

Prerequisite: **Mathematics 12.**

34. **Functions of a Complex Variable.** Every fall. Mr. Grobe.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, and the residue calculus, harmonic functions and conformal mapping.

Prerequisite: **Mathematics 13** or **22** or consent of the instructor.

35. **Introduction to Algebraic Structures.** Every fall. Mr. Ward.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general, abstract systems which satisfy certain arithmetic axioms. Properties of mappings which preserve algebraic structure.

Prerequisite: **Mathematics 21.**

36. **Set Theory and the Foundations of Mathematics.** Fall 1977.

The foundations of mathematics, including the study of various axiom systems and their properties, axioms for the natural numbers, equivalence and order relations, ordinal and cardinal numbers, and the axiom of choice.

Although there are no formal prerequisites, the student is expected to have completed at least two years of college mathematics.

37. **Statistics.** Spring 1977. Mr. Moynihan.

An introduction to the fundamentals of mathematical statistics. The theory of random variables, including density functions, distribution functions, and moment generating functions. The standard distributions: binomial, poisson, normal, gamma, χ^2, t, and F. Point estimates, confidence intervals, and hypothesis testing. Additional topics, as time allows, are chosen from regression analysis, nonparametric techniques, and analysis of variance.

Prerequisite: At least one year of calculus. **Mathematics 27** and either **13** or **22** are a natural prelude to **Mathematics 37,** but other routes are possible; instructor should be consulted.

38. **Topics in Probability and Statistics.** Fall 1978.

One or more specialized topics from probability and statistics. Topics from probability include stochastic processes and measure theoretic aspects of probability. Topics in statistics could include statistical decision theory, sampling theory, and experimental design. Topics in applied probability theory that might be covered include queuing and inventory

theory, reliability mathematics, and Monte Carlo techniques. The topics for spring 1977 will depend on the amount of material covered in **Mathematics 27** and **37** and the interests and preparation of the student.

Prerequisite: **Mathematics 27** or **37.**

39. **Topology.** Fall 1976. Mr. Barker.

An introduction to the basic ideas of point-set topology, centering around the notion of a topological space and a continuous function. Topics include open sets and neighborhoods, subspaces, closure, compactness, connectedness, separation and countability axioms, continuity, and metric spaces. The geometric emphasis is made more explicit, as time permits, by including some topics from the following: classification of surfaces, the fundamental group and covering spaces, and vector fields and fixed points.

Prerequisite: **Mathematics 32** or consent of the instructor.

40. **Topics in Topology.** Spring 1977.

One or two directions in topology are pursued with a fair degree of thoroughness. Topics may be chosen from the following: homotopy theory, lifting and extension problems, duality theorem, Jordan Curve theorem, geometric integration theory, differential topology, winding numbers, vector fields and fixed points, Euler characteristic, and topological groups.

Prerequisite: **Mathematics 32** or **39** or consent of the instructor.

42. **Advanced Topics in Algebra.** Spring 1978.

One or more specialized topics from abstract algebra and its applications. Topics in the last few years have included Galois theory, algebraic number theory, the character theory of finite groups, and algebraic coding theory.

Prerequisite: **Mathematics 35,** or **Mathematics 21** and consent of the instructor.

44. **Advanced Topics in Geometry.** Fall 1976. Mr. Hadlock.

Content of the course varies, so as to provide the student with advanced geometrical experience from the areas of algebraic geometry, classical differential geometry, or projective and metric geometry.

Prerequisite: **Mathematics 13** or **22** or consent of the instructor.

45. **Advanced Topics in Analysis.** Fall 1977.

Selected topics in advanced calculus and analysis, often including Lebesgue integration, an introduction to Hilbert spaces, harmonic analysis, and advanced complex analysis.

Prerequisite: **Mathematics 32.**

200. **Independent Study.** The Department.

Music

Professor Schwartz, *Chairman;* Professor Beckwith;
Assistant Professors Barndt-Webb and Smith

Requirements for the Major in Music: Music 10 or its equivalent is required but does not count in the nine courses required for the major. Prospective majors who cannot waive **Music 10** by examination are urged to take it in their freshman year.

The required courses are **Music 11, 12; 21-22; 31-32;** and three semester courses chosen with the approval of the department. Either **Music 3** or **Music 5** but not both may be included. Students planning to take graduate degrees in music should complete the theory sequence through **Music 14** and demonstrate facility at the keyboard. Any student planning to major in music should take **Music 11, 12** by the sophomore year if possible.

The departmental offerings and the requirements for the major in music are so designed that a very broad course of study is possible, well within the liberal arts tradition. It is also possible to follow more specialized programs, with emphasis on theory, history or applied music, if further professional study is contemplated.

All students majoring in music are expected to participate in at least one performing ensemble which rehearses weekly.

1. **Introduction to Music.** Every fall. The Department.

   For students with little or no previous training in music. Ability to read music or play an instrument is not necessary. The essentials of music—sound and time—are studied as they have been used in different periods and in the context of musical forms. Listening materials are drawn from a variety of sources: early Western music, Western music from the baroque through romantic eras, and twentieth-century music.

2. **World Music.** Spring 1977. Mr. Smith.

   An introduction to the folk and traditional music of various cultures and oriented toward the nonmusic major who desires a broad overview. Focus is on musical examples, both filmed and recorded, which demonstrate the nature of music, the aesthetic concepts associated with it, its uses and functions, and the range of styles and genres which are characteristic of the world's peoples. Previous musical training is not required.

3. **Contemporary Music.** Fall 1977. Mr. Schwartz.

   A study of the major trends in music of the twentieth century (impressionism, neoclassicism, and the twelve-tone school), including the serial, electronic, and aleatoric approaches since 1945. Listening mate-

rials include works by Stravinsky, Schoenberg, Webern, Ives, Cage, Copland, and others.

4. **Introduction to Ethnomusicology.** Spring 1978. Mr. Smith.

Focus on the development of an understanding of the field of ethnomusicology in terms of its orientation and terminology, representative literature and scholars, research methods and techniques, and fields of study (i.e., geographic areas, processes, and genres). The interdisciplinary nature of research in ethnomusicology also requires exploration of collateral disciplines such as anthropology, sociology, and psychology. Some emphasis is placed on the development of each student's listening skills.

5. **Electronic Music.** Fall 1976. Mr. Schwartz.

A study of compositional procedures using electronic means. Some consideration will be given to current as well as "classical" styles and concepts. Students will work in the electronic music studio and create their own works. Enrollment is limited to fifteen students.

7. **Studies in Music Literature: The Classical and Romantic Symphony.** Fall 1976. Mr. Beckwith.

The development of the symphony beginning with the works of Haydn and concluding with some consideration of the works of Mahler and Bruckner. Among other composers to be considered are Mozart, Beethoven, Schubert, Berlioz, Schumann, Mendelssohn, Brahms, and Tchaikovsky. Other works will be mentioned as they relate to the evolution of the symphony.

8. **Studies in Music Literature: The Symphony in the Twentieth Century.** Spring 1977. Mr. Schwartz.

After a brief introduction to the concept of symphony and its evolution from Haydn through Brahms, the course concentrates on contemporary approaches to the medium and on representative works by Stravinsky, Prokofiev, Sibelius, Vaughan Williams, Copland, Ives, and Hindemith. Symphonic works of a more radical nature by such composers as Cage, Webern, and Stockhausen are also discussed.

10. **Introduction to the Structure of Music.** Every spring. The Department.

For students with little or no previous training in music. A study of the organizational principles inherent in various pitch systems (scales, modes) and rhythmic systems, with emphasis on the notation of these in written symbols. Such concepts as tonality, transposition, modulation, basic harmonic motion, and simpler forms will be introduced. Aural dictation, keyboard application, and development of fluency in notation are stressed.

The sequence **Music 1, 10** is recommended for the student desiring a broad, comprehensive introduction to the field of music.

11, 12. Elementary Materials of Music. Every year. Mr. Beckwith.

Elementary harmony, ear training, and analysis, primarily of eighteenth- and nineteenth-century music. Some composition in free style, as well as an elementary study of different approaches to musical organization from 1600 to the present. Chromatic harmony is stressed in **Music 12.** There are three class hours plus two laboratory hours weekly.

Prerequisite: **Music 10** or equivalent.

13, 14. Advanced Materials of Music I. 1977-1978. Mr. Beckwith.

A continuation of **Music 11, 12** with the addition of counterpoint and strict composition. There are three class hours plus two laboratory hours weekly.

Prerequisite: **Music 11, 12** or equivalent.

***21-22. Music History and Literature.** 1977-1978. Ms. Barndt-Webb.

Intended primarily for majors in music, but open to other qualified students. The ability to read music is required.

Prerequisite: **Music 11, 12** (previous or concurrent) or equivalent.

23. Orchestration. Fall 1976. Mr. Schwartz.

Transcription, arrangement, and free composition for ensembles of stringed, woodwind, and brass instruments, voice(s) and piano, the primary aim being that of effective instrumentation. Intensive study of orchestral and chamber scores, drawn from the music literature.

Prerequisite: **Music 11, 12** or equivalent.

25. Composition. Fall 1977. Mr. Schwartz.

Free composition for the ensemble combinations cited previously in **Music 23,** with the emphasis upon creative work in the more traditional forms (rondo, variation, sonata-allegro) and a variety of experimental techniques.

Prerequisite: **Music 11, 12** or equivalent.

28. Collegium Musicum. Spring 1977. Ms. Barndt-Webb.

The study of medieval, Renaissance, and baroque music through performance on replicas of the instruments of the time. The course work includes research into various historical and stylistic problems as well as the study of instrumental development and performance techniques.

There is a public performance and demonstration at the end of the semester.

Prerequisite: **Music 21** or equivalent, and consent of the instructor.

*31-32. **Form and Analysis.** Fall 1976. Ms. Barndt-Webb. Spring 1977. Mr. Schwartz.

A year course in the study of form, composition technique, and stylistic analysis intended primarily for majors in music.

Prerequisite: **Music 11, 12** or consent of the instructor.

41, 42. **Advanced Topics in Music Literature.**

The study of a particular composer, genre, body of literature or historical period in depth. Course work includes historical research and analysis of scores with the possibility of student performance projects related to the subject. Topics change each semester.

Open to music majors and students who have taken **Music 21-22.**

41. **The Concerto in the Baroque and Classical Periods.** Fall 1976. Mr. Smith.

42. **The Art Song.** Spring 1977. Mr. Beckwith.

Applied Music and Ensemble

Not more than six credits of applied music and ensemble courses together may be taken for graduation credit. For administrative purposes applied music and ensemble study will bear one of the course numbers 51, 52, . . . 58; 61, 62, . . . 68, depending on the number of semesters of such work the individual student has taken.

Instructors: Marion Anderson (organ and harpsichord), Frederick Beck (trumpet), Naydene Bowder (piano), Neil Boyer (oboe), Keith Carreiro (guitar), Mark Chambers-Perry (jazz piano), Judith Cornell (voice), John Detweiler (piano), Donna Dunscombe (voice), Harry Dunscombe (cello), William Eves (piano), John Ferris (organ), Ronald Knudsen (violin), Charlotte McCoubrey (bassoon), Kenneth Momyer (percussion), Thomas Newell (French horn), George Rubino (contrabass), Elizabeth Sollenberger (organ), Judith Stafford (viola), Henry Tervo (oboe), David Whiteside (flute), Andrew Wolf (piano).

51-58. **Applied Music.** Every year.

The following provisions govern applied music:

1. Necessary for admission are two courses from the following: **Music 1, 2, 3, 4, 10, 11,** and **12.** These may be taken concurrently with the first two semesters of applied music **(Music 51, 52).**

2. Applied music courses are intended for the continued study of an instrument with which the student is already familiar. Students may enroll only with the consent of the department. Students should plan to take at least two semesters because study on an instrument for less than two semesters is normally not sufficient for a meaningful educational or musical experience.

Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

At the end of the first year each student is critically reviewed by members of the department. Permission to continue is granted on the basis of seriousness of intent, attendance, rate of progress, etc.

At the end of the fourth semester each student is again reviewed critically. Only exceptional students are granted permission to continue beyond this point. Musicianship, talent, and general stage of development are the important factors. The same applies to the end of the sixth semester. At the end of the sixth and eighth semesters a student is expected to present a formal public recital of at least forty-five minutes duration.

During the first four semesters a student is expected to perform in public with reasonable frequency. The student may be called upon to play for the music faculty from time to time.

3. Half credit is granted for each semester of study.

4. The student pays a fee of $100.00 for each semester of study. In some cases the student may have to travel off campus to receive instruction. Instruction is offered as available on orchestral and chamber instruments for which a significant body of written literature exists. Normally, instruction is available in flute, oboe, clarinet, bassoon, trumpet, trombone, violin, viola, cello, harpsichord, organ, piano, guitar, and voice.

61-68. Ensemble. Every year.

The following provisions govern ensemble:

1. Ensemble music courses are intended to provide a student with experience in group music making. Students are admitted to an ensemble class only with the consent of the department and, for those enrolled in chamber ensembles, upon the formation of a specific chamber group.

2. Half credit is granted for each semester of study.

3. Ensembles will include at least the following: Section 1, Orchestra; section 2, Glee Club; section 3, Chamber Ensembles, both vocal and instrumental; section 4, Chorale.

4. Grade will be pass or fail. For orchestra and choral groups, the course should be considered a year course for the first two semesters; for chamber ensembles all courses should be considered semester courses.

5. Ensembles meet regularly for a minimum of two hours weekly. Chamber ensembles are offered only as instruction is available.

6. Each ensemble will perform in public.

200. Independent Study. The Department.

1976 Summer School of Music

Professor Beckwith, *Director;* Lewis Kaplan, *Music Director* (violin and viola); Martin Canin (piano); Erich Graf (flute); Thomas Hill (clarinet); Jacob Maxin (piano); Julia Moseley (viola); Dorothy Pixley (violin); Channing Robbins (cello); Barbara Haffner (cello); David Whiteside (flute)

The curriculum is designed to develop the musicianship, technique, and sense of style of young preprofessional instrumentalists. The program consists of an individually designed schedule of private instruction, chamber ensemble coaching and rehearsals, master classes, and performances at the student recitals.

Instrumental students devote proportionally more time to their individual studies, while chamber music students devote proportionally more of their time to ensemble work and do not receive as much private instruction.

Upon request, credit, equivalent to one semester course, is granted.

Philosophy

Professor McGee, *Chairman;* Professor Pols; Assistant Professor Corish

Requirements for the Major in Philosophy: The major consists of at least six courses, which must include **Philosophy 11, 12;** at least two from the group **Philosophy 20, 21, 23, 24, 25;** and at least two from the group **Philosophy 31, 32, 33, 34.**

Philosophy 1
Freshman-Sophomore Seminars

Enrollment is limited to twenty for each seminar; freshmen are given first priority for the available places; sophomores are given second priority; if there are any remaining places upperclassmen may be admitted with consent of the instructor.

Topics change from time to time but are restricted in scope and make no pretense at being an introduction to the whole field of philosophy. They are in all cases topics in which contemporary debate is lively and as yet unsettled and to which contributions are being made by more than one field of learning.

Seminar 1. Mind and Body. Fall 1976, spring and fall 1977. Mr. Pols.

An examination of the contemporary controversy about the nature of the mind. Materialistic, behavioristic, and other "reductionistic" claims that intelligence can be understood in terms of neural physiology and

"intelligent" machines (computers and similar automatons) are contrasted with claims that consciousness plays an indispensable role in human intelligence and cannot be exhaustively understood in terms of the machine image. Scientific and philosophical arguments on both sides of the question are examined, and the relevance of the controversy to the current cultural crisis is brought out.

Seminar 2. Free Will. Fall 1976 and 1977. Mr. Corish.

An examination of the concept of free will and of the arguments for and against the existence of free will in man. Literary and philosophical sources, both historical and contemporary, constitute the background reading for a course largely directed towards class discussions.

Seminar 3. What Is Humanism? Spring 1978. Mr. McGee.

Discussion of a view of the nature of human being and of the human situation that is under attack in the current social revolution. Texts chosen from the following: Aeschylus, *Prometheus Bound, Oresteia;* Sophocles, *Antigone;* Aristophanes, *Lysistrata;* Plato, "Death of Socrates," *Republic;* Aristotle, *Ethics, Politics;* Cicero, *On Duties;* Castiglione, *The Courtier;* Swift, *Gulliver's Travers;* Johnson, *Rasselas.*

[5. Introduction to Existentialism.]

6. Literature As Philosophy. Spring 1978 and 1980. Mr. McGee.

After a presentation of the explicitly philosophical background of the literary works to be studied, the philosophic life-attitudes expressed in them are examined to determine their adequacy as philosophy and their relevance to conduct. Maximum student participation is sought, and during much of the course seminar techniques are employed. The literature varies from time to time but always includes one major contemporary work and one major older work. In 1978 some of the following authors will be studied: James Baldwin, Beckett, Camus, Gide, Kafka, Pirandello, James, Mann, Woolf, Dostoevski, Lucretius, Dante, and Goethe.

7. Logic and the Limits of Language. Fall 1976 and 1978. Mr. McGee.

Recognition of principles implicit in ordinary English is achieved through individual practice in searching for meanings and estimating evidence, in distinguishing demonstration from mere assertion and plausible persuasion, in constructing valid arguments and trying to follow the ways of paradox, in testing differences between expressions of experience and claims to knowledge. This practice goes beyond the performance of exercises set for the course to a kind of field-work in ordinary language, each student analyzing and evaluating examples of discourse he has collected from a variety of outside sources.

9. **Philosophy of Art.** Spring 1977. Mr. Pols.

A comparative study of the nature of meaning in poetry, music, and the visual arts. The course focuses on selected major works in these three fields, and in this concrete setting the relations between meaning and the expressive and productive (or creative) aspects of art are explored.

11. **Major Philosophers of the West: Beginnings to Christianity.** Fall 1976 and 1977. Mr. Corish.

The sources and prototypes of Western thought. Concentration on Plato and Aristotle, but some attention is given to the pre-Socratic philosophers who influenced them and to the Stoics and Epicureans. Medieval philosophy is more briefly considered, to show the interaction of Christianity and Greek thought.

12. **Major Philosophers of the West: Renaissance to Idealism.** Spring 1977. Mr. McGee. Spring 1978. Mr. Pols.

Some attention given to the philosophic grounds of the scientific revolution and to the intellectual and moral response the new scientific view of the world evoked from the philosophers. Reading in five or six of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

Prerequisite: **Philosophy 11.**

20. **Major Philosophers of the West: The Nineteenth Century.** Fall 1977. Mr. McGee. Fall 1979. Mr. Pols.

A study of tendencies in the nineteenth century that have had an important influence on contemporary thought: the situation of philosophy after Kant; the development of idealism through Fichte, Schelling, and Hegel; the decline and fall of reason from Hegel to Schopenhauer, and Kierkegaard; dialectical materialism, utilitarianism, and the origins of positivism.

Prerequisite: **Philosophy 11, 12.**

21. **Morality and the Individual.** Fall 1976 and 1978. Mr. McGee.

Various types of answers to the questions "What is right for me to do?", "What ought to be done?", and "What is the good for man?" are traced to their philosophic bases in historical and contemporary sources. The justification these bases provide is critically discussed and some possible meanings of statements used to answer questions in morals are made explicit and compared.

Prerequisite: **Philosophy 11, 12.**

23. **Logic and Formal Systems.** Spring 1978 and 1980. Mr. Corish.

Treatment of the principles of valid inference. After a consideration of the traditional approach, including the syllogism, modern techniques

for representing arguments and logical truths are presented. A survey of the structure of deductive systems and their use in science is then made.

24. **Metaphysics.** Fall 1977 and 1979. Mr. Pols.

A study of the claim that man can achieve knowledge of ultimate reality and found his own self-knowledge upon it; of the counterclaim that knowledge is restricted by its nature to science and to the commonsense world; and of contemporary attempts, by a radical reexamination of the nature of man's reason, to reassert wider claims for it. Lovejoy's classic of intellectual history, *The Great Chain of Being,* will be used as a guiding thread in 1977, and much of the reading will be in the source material that he discusses.

Prerequisite: **Philosophy 11, 12.**

25. **The Nature of Scientific Thought.** Spring 1977 and 1979. Mr. Corish.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction will be studied. The readings will include such authors as Burtt, Butterfield, Duhem, Hempel, Koyré, Kuhn, Nagel, Poincaré, Popper, Toulmin, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

Prerequisite: **Philosophy 11, 12** or consent of the instructor.

Advanced Seminars

Although courses 31 through 34 are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides the stated prerequisite, **Philosophy 11-12,** at least one of the courses from the group **Philosophy 21, 23, 24, 25** will also be found a helpful preparation.

32. **The Analytic Movement.** Spring 1977. Mr. McGee.

A chronological treatment of selected topics in twentieth-century analysis, beginning with Russell's logical atomism and ending with Wittgenstein's *Philosophical Investigations* and its influence. Readings will be drawn from the following group: Russell, G. E. Moore, Wittgenstein, Ayer, Ryle, Strawson.

Prerequisite: **Philosophy 11, 12.**

33. **Human Nature: Action and Mind.** Spring 1978. Mr. Pols.

An examination of some contemporary views, some analytic, some not, about human nature, viewed from the perspectives of action and mind. Some topics to be considered: conflicting views, both "mechanical" and "telic," on the explanation of action, or "behavior"; causality and free-

dom; the contrast between supposed reasons for action and supposed causes of action; the nature and role of consciousness.

Prerequisite: **Philosophy 11, 12.**

34. **Topics in Medieval Philosophy.** Spring 1977. Mr. Corish.

An examination of some fundamental medieval views concerning man and his environment. Special attention paid to the Aristotelian world view as made over to Christian specifications, and to its decline in favor of the modern scientific view of man and the world.

Prerequisite: **Philosophy 11, 12.**

35. **Plato and Platonism.** Fall 1976. Mr. Pols.

A study of some of the principal dialogues of Plato, drawn chiefly from his middle and later periods, followed by a study of selected material from the later history of Platonism. The instructor will select the dialogues that will be read, but topics to be studied in later Platonism and Neoplatonism will depend on the particular interests of the students.

Prerequisite: **Philosophy 11, 12.**

36. **Spinoza's Ethics.** Fall 1977. Mr. McGee.

A detailed study of the text of Spinoza's major book, *The Ethics.*

Prerequisite: **Philosophy 11, 12.**

37. **The Leibniz-Clarke Correspondence.** Spring 1978. Mr. Corish.

A study of the controversy between Leibniz and Clarke (a student and friend of Newton) concerning the physical system of the world and its relation to the creator. The rival doctrines of absolute and relational space and time will be considered in detail and in the context of divine freewill, with respect to which they are furnished as examples in the *Correspondence.* The background readings will be in Leibniz's metaphysics and ethics, in Newton's *Principia,* and in some texts in Plato and Aristotle relating to free choice, together with some modern commentaries.

Prerequisite: **Philosophy 11, 12.**

200. **Independent Study.** The Department.

Physics and Astronomy

Associate Professor Turner, *Chairman;* Professor LaCasce; Associate Professor Hughes; Mr. Chambers; Teaching Assistant Currier

Requirements for the Major in Physics: The major program in physics depends to some extent on the student's goals. Those who intend to do graduate work in physics or engineering should take **Physics 31, 32** and at least one other upper-level physics course. In addition to the required courses, upper-

level mathematics and **Chemistry 31, 32** should also be considered. A major student with an interest in an interdisciplinary area should choose appropriate courses. For biophysics, the program should include organic and physical chemistry, biochemistry, and cell physiology. Geophysics and oceanography programs should include geology and physical chemistry. A student interested in secondary school teaching should seek a broad base in science courses as well as the courses necessary for a teacher's certificate. For a career in industrial management, some courses in economics and government should be included.

In any case, a total of six courses above the level of **Physics 17-Chemistry 18** is required. Students interested in an interdisciplinary area may, with permission, substitute courses from other departments. **Chemistry 31, 32** is accepted for credit in physics.

1. **The Development of Astronomy.** Fall 1976. Mr. Hughes.

   A generally qualitative discussion of the origins and development of astronomy from the earliest times to about 1925, including the rise of relativity and quantum mechanics.

2. **Contemporary Astronomy.** Fall 1977. Mr. Hughes.

   A generally qualitative discussion of the nature of stars and galaxies, stellar evolution, the origin of the solar system and its properties, and the principal cosmological theories.

[3. **Physics of the Twentieth Century.**]

17. **The Physical Properties of Matter.** Every semester. The Department.

   A discussion of the fundamental laws governing the behavior of matter, including mechanics, electricity, and the structure of atoms and molecules. This course and **Chemistry 18** constitute the introductory program for students planning advanced work in science.

   Prerequisite: Previous credit or concurrent registration in **Mathematics 11.**

21. **Theoretical Physics.** Every fall. Mr. LaCasce.

   To provide a framework for interpreting and unifying the present experimental knowledge in physics, selected areas from five great theories in physics—classical mechanics, relativity, electricity, quantum mechanics, and statistical mechanics—are examined. Calculus is used to formulate physical models and concepts.

   Prerequisite: **Physics 17-Chemistry 18** and previous credit or concurrent registration in a mathematics course above **Mathematics 12.**

22. **Continuation of Course 21.** Every spring.

   Prerequisite: **Physics 21.**

23. **Electronic Circuits.** Every fall. Mr. Turner.

Linear network theory, including the analysis of DC and AC circuits, both passive and active, and the principles of feedback. Laboratory work stresses the fundamentals of electronic instrumentation and measurements. Additional topics selected from the following: behavior of electron tube and semiconductor devices, transients in linear circuits, diode circuits and rectifiers, Fourier series, modulation and demodulation, pulse and digital circuits, energy conversion.

Prerequisite: **Physics 17-Chemistry 18** and **Mathematics 12.**

24. **Solid State Electronics.** Every spring. Mr. Turner.

Quantum theory and statistical mechanics are used to explain the transport properties of solids and junctions between solids, leading to a deeper understanding of the behavior of transistors and integrated circuits. General principles of transistor amplifier circuits and linear integrated circuits are presented and the student is introduced to binary and logic circuits, including digital integrated circuits and modern computer circuitry. Laboratory exercises with linear amplifiers and digital circuits.

Prerequisite: **Physics 23.**

25. **Topics in Physics.**

Investigation in an area of interdisciplinary work.

Fall 1976. **Astrophysics.** Mr. Hughes.

A quantitative discussion which introduces the principal topics of astrophysics, including stellar interiors, stellar atmospheres, evolution and cosmology.

Spring 1977. **Physical Oceanography.** Mr. LaCasce.

The aim is to provide a feel for the scope of physical oceanography. Among the topics to be covered are tidal theory, surface and internal waves, the heat budget and its relation to the oceanic circulation. Some attention to the problems of instrumentation and the techniques of measurement.

Prerequisite: **Physics 17-Chemistry 18** and **Mathematics 12.**

26. **Biophysics.** Every spring. Mr. Hughes.

An introduction, including discussion of the effects of ionizing radiation on cells and tissues, the application of X-ray diffraction methods to biological problems, and other modern topics. Some attention is given to historical aspects of the subject and to the development of devices such as the electron microscope.

Prerequisite: **Physics 17-Chemistry 18.**

27. **Optical Measurement Techniques.** Spring 1977.

Optical instruments and methods are used in many fields of physics and in other disciplines. An understanding of the physical principles as-

sociated with the instrumentation and techniques provides the basis for more effective measurements. A summary of geometrical optics is followed by a study of wave propagation and its relationship to coherence, interference, and diffraction. The laboratory work provides experience with particular instruments or topics.

Prerequisite: **Physics 17-Chemistry 18** and **Mathematics 12.**

31. **Atomic Physics.** Every fall. Mr. Chambers.

An introduction to quantum theory, solutions of Schroedinger equations and their applications to atomic systems.

Prerequisite: **Physics 21** or **23** and **Mathematics 13** or **22** or consent of the instructor.

32. **Electromagnetic Theory.** Spring 1978.

First the Maxwell relations are presented as a natural extension of basic experimental laws, then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 22** and **Mathematics 13** or **22.**

35. **Solid State Physics.** Spring 1977. Mr. Chambers.

A discussion of the physics of solids, including crystal structure, lattice vibrations, and energy band theory.

Prerequisite: **Physics 22** and **31** or consent of the instructor.

37. **Advanced Mechanics.** Fall 1976. Mr. Turner.

The development of Lagrange's and Hamilton's equations and their applications to selected topics.

Prerequisite: **Physics 21** and **Mathematics 13** or **22** or the consent of the instructor.

200. **Independent Study.** The Department.

Programs of study for general relativity; astrophysics, including solar physics; cosmology; the physics of thin films; biophysics and magnetic resonance are available. Work done in these topics can serve as the basis for an honors paper. If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teacher's Certificate.

Psychology

Assistant Professor Chapko, *Chairman;* Professor Fuchs; Assistant Professors Peskay, Rose, and Small

Requirements for the Major in Psychology: The major comprises **Psychology 1, 3, 11, 12, 13, 15,** and two additional courses chosen from the remaining offerings. Students considering a major should consult with the depart-

ment regarding course selection, since there is no fixed sequence of courses. The department does recommend, however, that **Psychology 11** and at least two of the three required laboratory courses **(Psychology 12, 13,** and **15)** be taken no later than the junior year. During the senior year majors are encouraged to engage in independent study on a library, laboratory, or field research project. Proposals for reading courses in areas in which the department has no formal offering may also be considered under independent study.

Students who are interested in teaching as a career should consult with the Department of Education for courses to be included in their undergraduate program. Ordinarily, students of education will find much of relevance in **Psychology 7, 17,** and **12;** these courses cover the topics usually included in educational psychology. In addition, the prospective teacher may find **Psychology 3, 6, 8,** and **10** compatible with his interests and helpful in his preparation for teaching.

1, 1. Introduction to Psychology. Every semester. The Department.

The basic psychological principles, concepts, theories, and methods of investigation in psychology. Lectures and laboratory work each week.

1, 2. Introduction to Psychology. Fall 1976. Mrs. Small.

This section considers the concepts, issues, and research of modern psychology from a specific viewpoint—how information is processed by the human mind. The cognitive processes involved in perception, memory, learning, and problem solving are surveyed. Discussions, demonstrations, and papers are used to explore the implications of these cognitive processes for our understanding of language, social decision making, motivation and emotions, cognitive development, and states of consciousness. Lectures and laboratory work each week. Enrollment limited to twenty students.

3. Personality. Every fall. Mr. Peskay.

A survey of theoretical and empirical attempts to understand normal behavior. Psychoanalytic, trait and type, cognitive and motivational, and learning theories will be considered in relation to research results.

Prerequisite: **Psychology 1.**

4. Abnormal Personality. Every spring. Mr. Peskay.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of personality disorganization and psychosocial deviance.

Prerequisite: **Psychology 3** or consent of the instructor.

6. Social Psychology. Every spring. Mr. Chapko.

Social influences on the development and modification of individual behavior. Topics include affiliation, person perception, aggression, small

groups, conformity, attitudes, and altruism. The first half of the course will be a survey of social psychology. In the second half, students will pursue a topic of personal interest.

Prerequisite: **Psychology 1.**

7. **Developmental Psychology.** Every fall. Mrs. Small.

Topics include the development of various capacities in children—such as motor, perceptual, language, and cognition—and the development of personality and socialization. Where appropriate, such theoretical traditions as American S-R, psychoanalytic, and the epistomological approach of Piaget are contrasted. A weekly practicum with preschool and/or elementary school children.

Prerequisite: **Psychology 1** or consent of the instructor.

8. **Adolescence.** Alternate years. Spring 1978. Mr. Peskay.

Consideration in lecture, discussion, and field research of the various physical, personal, and social changes which occur during adolescence.

Prerequisite: **Psychology 1.**

9. **Physiological Psychology.** Every spring. Mr. Rose.

A survey of the physiological correlates of behavior. Topics include the physiological mechanisms of sensation, emotion, sexual behavior, learning, memory, sleep, hunger, and thirst.

Prerequisite: **Psychology 1.**

10. **The Atypical Child.** Alternate years. Spring 1977. Mr. Peskay.

A general survey of the diagnosis, treatment, and education of atypical (retarded, gifted, handicapped, disturbed) children.

Prerequisite: **Psychology 7** or consent of the instructor.

11. **Statistical Methods for the Behavioral Sciences.** Every fall. Mr. Chapko.

An introduction to the use of descriptive and inferential statistics in behavior research. Required of majors no later than the junior year.

Prerequisite: **Psychology 1** or consent of the instructor.

12. **Experimental Psychology: Learning.** Every spring. Mrs. Small.

An analysis of research methodology and results of investigations of learning and memory. Laboratory work, including the planning and execution of an original experiment.

Prerequisite: **Psychology 11.**

13. **Experimental Psychology: Perception.** Every fall. Mr. Rose.

Laboratory investigation and analysis of sensory and perceptual processes in human and animal behavior.

Prerequisite: **Psychology 11.**

15. **Research in Personality and Social Psychology.** Every spring. Mr. Chapko.

Approaches to and problems of conducting both laboratory and field research in personality and social psychology. Laboratory and field work.

Prerequisite: **Psychology 3** or **6,** and **11.**

17. **Psychological Assessment.** Alternate years. Fall 1977. Mr. Peskay.

Theory and practice in the clinical application of techniques of personality and intellectual assessment. The design, administration, scoring, and interpretation of psychological tests are the foci of this lecture-laboratory course.

Prerequisite: **Psychology 11** and consent of the instructor.

19. **Clinical Psychology.** Alternate years. Fall 1976. Mr. Peskay.

The development of clinical psychology and its present and future characteristics. Emphasis on fundamental concepts and controversies, methodological and ethical aspects of a variety of psychotherapies, research findings, and problems rather than on specific clinical instruments.

Prerequisite: **Psychology 3** and **4,** or consent of the instructor.

22. **Systematic Psychology.** Alternate years. Spring 1978. Mr. Fuchs.

The historical and theoretical backgrounds of modern psychology, especially the chief systems of psychology, including behaviorism, Gestalt theory, and psychoanalysis.

Prerequisite: **Psychology 1** or consent of the instructor.

24. **Topics in Psychology.**

A seminar in a special topic of psychology.

24, 1. Evaluation Research. Fall 1976. Mr. Chapko.

Theory and problems of conducting research on the effectiveness of social programs concerned with medical and mental health delivery systems, poverty, safety, and criminal justice.

Prerequisite: **Psychology 12, 13,** or **15.**

24, 2. Developmental Psychobiology. Fall 1976. Mr. Rose.

A survey of structural, physiological, and behavioral relationships during development in animals and humans. Includes an analysis of normal development as well as the influence of experimental manipulations such as early experience, early brain injury in animals, etc.

Prerequisite: **Psychology 1.**

[26. **Issues in Psychology.**]

200. **Independent Study.** The Department.

Religion

Professor Geoghegan, *Chairman;* Associate Professor Long;
Assistant Professor McDermott; and Mellon Fellow McGuire

The primary and central purpose of the religion major is to provide means for the study of the distinctive subject matter of religion in a liberal arts context. Methods employed in other liberal arts and sciences are also used in the study of religion. Although the department does not provide specific preprofessional training, the study of religion as one of the liberal arts and sciences does have a vocational bearing, particularly as preparation for graduate work. Each major is assigned a departmental adviser who assists the student in formulating a plan of study in religion and in related courses in other departments, such as languages for those planning graduate study. The adviser may also provide counsel in vocational planning. Students who continue in the study of religion after college usually do so in an M.A. or Ph.D. program at a graduate school or in a B.D. or M.Div. program at a divinity school or theological seminary. Information about other options is available through departmental advisers.

Requirements for the Major in Religion: The major consists of at least eight courses in religion approved by the department. **Religion 1** must be taken not later than the sophomore year. One Freshman-Sophomore Seminar may count toward the major but cannot be substituted for **Religion 1.** Each major must take at least one course from each of the following three groups: a) religions of Far Eastern origin (**Religion 15, 16, 17**); b) religions of Near Eastern origin (**Religion 21, 22, 24, 25**); c) religious thought and methodology (**Religion 31, 32, 34**).

Independent Study: There are two options for a student contemplating independent study: 1) The student may apply to the instructor to supervise his or her proposed project in an area of the instructor's competence. The project usually takes the form of the preparation of a substantial paper. 2) The student may apply to the instructor to offer an advanced reading-tutorial course in an area of the instructor's expertise: Religions of Near Eastern origin, Religions of Far Eastern origin, or Religious Thought and Methodology. Readings from assigned syllabus, oral and/or written reports, discussions.

Honors in Religion: Honors work in religion evolves from independent study courses taken in the junior or senior year. If the project, which is usually a substantial paper, is of sufficiently high quality, the student becomes a candidate for honors and takes a one-hour oral examination on his or her paper.

1. **Introduction to the Study of Religion.** Fall 1976 and spring 1977. Mr. Geoghegan.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, discussions, and readings in classic texts and modern interpretations.

Not open to students who have taken Religion 11 or 12.

Freshman-Sophomore Seminars

Enrollment is limited to twenty students for each seminar. Freshmen are given priority for available places.

The seminars are introductory in nature, focusing on the study of a specific aspect of religion, and may draw upon other fields of learning.

Topics change from time to time, reflecting emerging or debated issues in the study of religion.

Readings, discussions, and reports.

Seminars are not intended as prerequisites for more advanced courses in the department unless specifically designated as such.

Seminar 1. Narrative as Experience: Myth, Legend, History. Fall 1976. Mr. Long.

Experience of reality embodied in narratives, sacred and mundane; self-identity of narrator, author, and reader in storytelling. Meaning, character, plot, point of view in narrative. Examples from various cultures, with emphasis upon Biblical legends, myths, tales—their form, language, imagery, religious and literary significance.

Seminar 2. The Religious Personality. Spring 1977. Mr. Geoghegan.

An approach to the individual religious personality through autobiography. Sampling of a variety of religious autobiographies. Intensive study of single authors.

Seminar 3. Zen. Spring 1977. Mr. McDermott.

An intensive study of Zen (Ch'an) Buddhism as a mode of religious experience and way of life. Consideration of monastic discipline and meditation techniques. Analysis of philosophical ideas and socio-historical forces in the formation of Zen. Zen influence on the arts of China and Japan. The encounter of Zen and the West.

13. **Religion in America: Spiritual Autobiography.** Fall 1976. Mr. McGuire.

An intensive survey of one of the devices by which Americans have historically attempted to understand themselves religiously, with attention to the aesthetic, spiritual, and cultural components of the genre.

Texts included range from the seventeenth century to the present, e.g., Thomas Shepard, Cotton Mather, Franklin, Edwards, Thoreau, Henry Adams, Robert Pirsig. Lectures, discussions, readings in primary and secondary sources.

14. **Religion in America: Makers and Interpreters.** Spring 1977. Mr. McGuire.

A critical and comparative examination of two major twentieth-century interpretations of the course of American religious thought, H. R. Niebuhr's *Kingdom of God in America* and William Clebsch's *American Religious Thought*. Methodological and interpretive issues will be explored by means of a variety of readings in the primary sources on which the two analyses rely, e.g., Roger Williams, John Woolman, Edwards, Emerson, Bushnell, William James, Rauschenbusch, Reinhold Niebuhr. Lectures, discussions, readings as noted above.

15. **Hinduism.** Fall 1976. Mr. McDermott.

The roots of Hinduism in Vedic tradition. The development of classical and contemporary systems of Hindu religion and thought. The relationship between Hindu religious values and the wider range of India's cultural life. Consideration of ritual, practice, sects, and Hindu spiritual paths. Readings, in translation, range from some Vedic hymns to the classical philosopher-theologians (Śankara, Rāmānuja, etc.) and contemporary Hindu writings.

22. **Christian Origins.** Spring 1977. Mr. Long.

Christian literature and religion in their historical and cultural context with attention to the community which gave shape to Christianity. Lectures, discussions, and readings in the New Testament along with contemporary interpretations.

25. **[Judaism.]**

31. **Ancient and Medieval Western Religious Thought.** Fall 1977. Mr. Geoghegan.

Examination of the development of Western religious thought from its beginnings through the Middle Ages, with special attention to the presuppositions, methods, conclusions and influence of Augustine and Aquinas. The course will be conducted as a seminar.

Prerequisite: **Religion 1, Philosophy 11,** or consent of the instructor.

32. **Modern and Contemporary Western Religious Thought.** Spring 1978. Mr. Geoghegan.

Examination of the development of Western religious thought from the early modern period to the present. Readings in Luther, Calvin, Weber, Hegel, Kierkegaard, Feuerbach, Marx, Engels, Nietzsche, Freud,

Berdyaev, Niebuhr, and Tillich. The course will be conducted as a seminar.

Prerequisite: **Religion 31, Philosophy 12,** or consent of the instructor.

34. **Methodologies in the Study of Religions.** Spring 1977. Mr. McDermott.

The various ways of interpreting religion as a phenomenon in human life. An analysis of the historical particularity and the structural universality of religious patterns of meaning. Selected works of such authors as Durkheim, Eliade, Freud, Jung, and van der Leeuw are considered. Illustrative material taken from traditional religions of Africa, the Pacific islands, and the American Indians.

Prerequisite: **Religion 1** or consent of the instructor.

40. **Advanced Topics in Religion.**

The study in depth of a topic in religion of comparatively limited scope, such as one or two individuals of major importance or a community of significance; a movement, type, concept, problem, period, or theme. Topics may change from time to time, and the courses may consider contributions from related fields.

Topics courses may be repeated for credit with contents changed.

Prerequisites, if any, are determined by the instructor.

40, 1. **Mysticism.** Fall 1976. Mr. Geoghegan.

Consideration of the question, What is mysticism? by a comparative study of late medieval Western Christian mysticism with other forms. Special attention to primary sources such as Eckhart, *Cloud of Unknowing, The Sparkling Stone, Way of a Pilgrim,* and a variety of modern interpreters such as Ornstein, James, Zaehner, Stace, and Underhill. Specific topics may include mystical elements in classics of religion and theology as well as spirituality in other cultural forms. Primarily for juniors and seniors. The course will be conducted as a seminar.

Prerequisite: Consent of the instructor.

40, 2. **Primitive Religions.** Fall 1976. Mr. McDermott.

A thematic study of the religions of nonliterate peoples, with primary emphasis on African, American Indian, and Pacific island traditions. Attention will be paid to myth, ritual, and symbol structures in relation to the wider cultural context.

Prerequisite: Consent of the instructor.

40, 3. **Theories of Religious Experience.** Fall 1977. Mr. Geoghegan.

Consideration of major theories, chiefly psychological, of religious experience. Theorists will include James, Otto, Freud, Jung, Fromm, Tillich, and Ornstein. Firsthand accounts of religious experience will include Thomas Merton, *The Seven Storey Mountain;* Paramahansa

Yogananda, *The Autobiography of a Yogi;* Dag Hammarskjöld, *Markings*. Primarily for juniors and seniors. The course will be conducted as a seminar.

Prerequisite: Consent of the instructor.

40, 4. Religion as Experience. Spring 1977. Mr. Long.

A seminar to explore experiences associated with religious myth and ritual. Use of simulations, visiting speakers, film, observations, lectures, readings, and discussions to gain experience-based understanding of word and rite. Examples and projects drawn from a variety of religious traditions.

Prerequisite: Consent of the instructor.

200. Independent Study. The Department.

Romance Languages

Professor Geary, *Chairman;* Associate Professors Brogyanyi, Nunn, and Thompson and Assistant Professors Gecewicz and Turner; Teaching Fellows Boretti and Das Neves

Requirements for the Major in Romance Languages: The major may consist entirely of either French or Spanish courses, or it may involve a combination of French, Italian, and Spanish courses. Eight courses are required for the major, of which not more than two may be courses of independent study. All courses more advanced than **French** or **Spanish 4** or **Italian 3** may be counted toward the major.

Prospective majors are expected to have completed **French** or **Spanish 9, 10**—the usual prerequisite for advanced literature courses—by the end of the sophomore year. Those who plan to attend graduate school or to teach should take **French** or **Spanish 5, 6.** Students who intend to qualify for admission to a junior year abroad program should complete **French** or **Spanish 5, 6, French** or **Spanish 9, 10,** or **Italian 3, 4** by the end of the sophomore year.

French

1, 2. Elementary French. Every year. Mr. Geary.

Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, some stress is placed on reading. There are regular language laboratory assignments.

3. Intermediate French I. Every fall. Mr. Nunn.

Intensive review of grammar. Three class hours a week and regular language laboratory assignments.

Prerequisite: **French 2** or appropriate score on a placement test set by the department at the start of the fall semester.

4. **Intermediate French II.** Every spring. Mr. Nunn.

Reading and speaking French, with emphasis on vocabulary building and increased fluency.

Prerequisite: **French 3** or appropriate score on a placement test set by the department at the start of the fall semester.

5, 6. **Third-Year French.** Every year. Mr. Geary and Miss Gecewicz.

Aims to develop fluency in spoken and written French. Regular linguistic exercises, analysis of selected plays, oral presentations with the French teaching fellows.

Prerequisite: **French 4** or appropriate score on a placement test set by the department at the start of the fall semester.

9. **Introduction to French Literature I.** Every fall. Miss Gecewicz.

Close reading of selected poetry, with extensive reading and discussion of outstanding works from the major genres. Beginning with the Renaissance, the following works are studied: poems of the Pléiade, La Fontaine, and the romantic poets; plays by Corneille, Racine, Molière, and Beaumarchais; and representative fiction of Voltaire, Prévost, Chateaubriand, Balzac, and Flaubert.

Prerequisite: **French 4** or appropriate score on a placement test set by the department at the start of the fall semester.

10. **Introduction to French Literature II.** Every spring. Miss Gecewicz.

A continuation of **French 9.** The following works are studied: selected poems of Baudelaire and other major poets from the symbolist period to the present; representative fiction of Gide, Colette, Camus, and Robbe-Grillet; and plays by Sartre, Beckett, Arrabal, and Vian.

Prerequisite: **French 9** or consent of the instructor.

11. **French Thought and Culture I.** Every other year. Fall 1977.

The evolution of French thought from the medieval period through the Renaissance, with consideration of the relevant social and cultural contexts. Principal works or authors: *La Chanson de Roland,* Chrétien de Troyes, *Roman de la Rose,* Rabelais, Montaigne. Conducted in French.

Prerequisite: **French 9, 10** or consent of the instructor.

12. **French Thought and Culture II.** Every other year. Spring 1978.

A continuation of **French 11** through the seventeenth and eighteenth centuries. Principal authors: Descartes, Pascal, the *moralistes,* Montesquieu, Voltaire, Diderot, Rousseau. Conducted in French.

Prerequisite: **French 9, 10** or consent of the instructor.

[13. **French Poetry I.**]

14. **French Poetry II.** Every other year. Spring 1977. Miss Gecewicz.
Critical study of poetic practice and close analysis of selected texts from the Middle Ages to the present. Conducted in French.
Prerequisite: **French 9, 10** or consent of the instructor.

15. **French Drama I.** Every other year. Spring 1978.
Critical study of dramatic theory and practice from the medieval period to the end of the eighteenth century. Medieval farce and religious drama; development of tragedy and comedy. Conducted in French.
Prerequisite: **French 9, 10** or consent of the instructor.

16. **French Drama II.** Every other year. Fall 1977.
From romantic to modern drama. The principal authors studied are Hugo, Rostand, Jarry, Claudel, Anouilh, Cocteau, Montherlant, Sartre, and Genet. Conducted in French.
Prerequisite: **French 9, 10** or consent of the instructor.

17. **The French Novel I.** Every other year. Fall 1976. Mr. Nunn.
The development of the genre during the nineteenth century, with emphasis on the works of Balzac, Stendhal, and Flaubert. Conducted in French.
Prerequisite: **French 9, 10** or consent of the instructor.

18. **The French Novel II.** Every other year. Spring 1977. Mr. Nunn.
A continuation of **French 17,** from realism to the *nouveau roman.* The principal authors studied are Gide, Proust, Malraux, Sartre, Camus, and Butor. Conducted in French.
Prerequisite: **French 9, 10** or consent of the instructor.

19. **Seminars on French Literature and Culture.**
Close study of a single author, period, theme, or literary movement. Emphasis is placed on critical discussion and preparation of research projects. *The course may be repeated for credit with the contents changed.*
The course is intended primarily for freshmen and sophomores. Others may take it with consent of the instructor.
Prerequisite: **French 4** or appropriate score on a placement test set by the department at the start of the fall semester.
Spring 1977. **Sartre's Theater.** Mr. Geary.

20. **Selected Topics in French Literature and Culture.**
Designed to offer students who have a general knowledge of French literary genres the opportunity to study in greater depth selected topics, authors, and literary movements. Conducted in French. *The course may*

be repeated for credit with the contents changed and is intended primarily for juniors and seniors. Others may take it with consent of the instructor.

Prerequisite: **French 9, 10.**

Fall 1976. **Diderot and Rousseau.** Mr. Geary.

A seminar dealing with the major texts of both authors, principally from the point of view of the history of ideas but with some consideration of the development of drama and the novel.

Italian

1, 2. Elementary Italian. Every other year. 1977-1978.

Three class hours a week, devoted to oral practice, reading, and linguistic analysis. There are regular language laboratory assignments.

3. Readings in Italian Literature I. Every other fall. Fall 1976. Mr. Brogyanyi.

Intensive review of fundamentals, followed by the reading of selected prose and poetry. Three class hours a week.

4. Readings in Italian Literature II. Every other spring. Spring 1977. Mr. Brogyanyi.

Reading of selected texts of classic and modern authors, including Dante, Petrarch, Boccaccio, Leopardi, Manzoni, and Pavese. Three class hours a week.

Prerequisite: **Italian 3** or consent of the instructor.

Spanish

1, 2. Elementary Spanish. Every year. Mr. Turner.

Three class hours a week devoted to oral practice, reading, and linguistic analysis. There are regular language laboratory assignments.

3, 4. Intermediate Spanish. Every year. Fall 1976. Mr. Thompson. Spring 1977. Mr. Turner.

Three class hours a week: in the fall, three hours a week are devoted to a review of fundamentals; in the spring, there is progressively greater emphasis on the intensive study of selected literary texts, extensive reading outside of class, and practice in writing.

Prerequisite: **Spanish 1, 2** or appropriate score on a placement test set by the department at the start of the fall semester.

5, 6. Spoken and Written Spanish. Every year. Mr. Thompson.

Intended to develop fluency and to increase the range of expression in both speech and writing. Conducted in Spanish.

Prerequisite: **Spanish 3, 4** or appropriate score on a placement test set by the department at the start of the fall semester.

9, 10. Readings in Spanish and Hispanic-American Literature. Every year. Fall 1976. Mr. Turner. Spring 1977. Mr. Thompson.

Intended to acquaint the student with some of the works of the leading authors and to develop an ability to read Spanish accurately and fluently. Some works are explained and discussed in the classroom; others are assigned for outside reading.

Prerequisite: **Spanish 3, 4** or appropriate score on a placement test set by the department at the start of the fall semester.

11. Selected Topics in Spanish and Hispanic-American Literature I.

Designed to provide students who have a general knowledge of Spanish literature the opportunity to study in depth selected authors, genres, and literary movements. Conducted in Spanish. *The course may be repeated for credit with the contents changed.*

Prerequisite: **Spanish 9, 10** or consent of the instructor.

Fall 1976. **The Spanish Theater.** Mr. Thompson.

Selected works from the Golden Age to the present.

12. Selected Topics in Spanish and Hispanic-American Literature II.

Spring 1977. **Hispanic Poetry.** Mr. Turner.

A study of the major figures of Spanish and Latin American poetry from the sixteenth century to the present.

200. Independent Study. The Department.

Russian

Associate Professor Rubin, *Chairman;* Ms. Knox

***1-2. Elementary Russian.** Every year.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian.

3, 4. Intermediate Russian. Every year.

A continuation of **Russian 1-2.** Concentration on maintaining and improving the student's facility in speaking and understanding normal conversational Russian.

Prerequisite: **Russian 1-2.**

5, 6. Advanced Russian. Every year.

Intended to develop the ability to read Russian fluently by combining selected readings in Russian literature with a systematic analysis of Russian word-formation. Discussion and written reports.

Prerequisite: **Russian 3, 4.**

9, 10. Special Topics in Russian. Every year.

Intended to enable the student to utilize his knowledge of Russian as a research tool in the investigation of a particular topic. Reports and discussions exclusively in Russian.

Prerequisite: **Russian 5, 6** and consent of the instructor.

200. Independent Study.

Senior Center Seminars

Administered by the Senior Center Council

Senior Center Seminars consist of one or more instructors and fifteen to twenty students. Although seniors are given priority in seminar registration, underclassmen may enroll in a seminar if they have the consent of the instructor and if it is not filled by seniors. All students, including seniors, must get in touch with the assistant director of the Senior Center to make sure there is space available in a seminar before registering for it. A more detailed description of the seminar portion of the Senior Center program appears on pages 94-96.

Spring 1976

20. Greek Tragedy: Man's Relationship with God. Mr. Ambrose.

This seminar attempts to provide the student with an understanding and appreciation of Greek tragedy. To this end, select plays are considered in the light of historical influences, mythical tradition, and the spirit of free thought which pervaded Athens in the fifth century. The Greek tragedians were primarily concerned with man's relationship with God. The treatment of this motif in the works of the dramatists furnishes the unifying theme of the seminar and it gives rise to a host of religious, philosophical, and social topics which are developed by the students in independent study.

21. Social Impact Analysis: Contributions from Anthropological Theory and Research. George N. Appell, Research Associate, Department of Anthropology, Brandeis University.

Social impact analysis is a new and growing field of applied social science. It is concerned with identifying and evaluating the social consequences of planned environmental and technological change. There

exists a large and growing body of anthropological research that deals explicitly with the problems of sociocultural change at the community level, particularly among the indigenous peoples around the world. This seminar examines some of this literature in order to assess its contributions to the development of a more comprehensive theory and methodology for use in identifying and measuring the consequences of sociocultural change.

22. **The Construction, Design, and History of the Guitar.** Dana W. Bourgeois, Luthier.

The seminar is designed to introduce students both to actual techniques of guitar construction, and to the theory and history of guitar design. Such topics as tool usage and construction technique, the physical properties of wood, the historical development of the string family, and the life and work of Antonio Stradivari are considered. The last part of the course emphasizes the physical action of violins, on which much theoretical work has been done, and the physical action of guitars.

23. **Thomas Mann.** Mr. Cerf.

Along with other great innovative artists like Goethe, Verdi, Picasso and Stravinsky, Thomas Mann's creativity spanned more than half a century. Through a close reading of Mann's three major novels written at almost twenty-five year intervals from one another *Buddenbrooks* (1901), *The Magic Mountain* (1924), and *Doktor Faustus* (1947), the seminar undertakes an analysis of Mann's artistic growth and tirelessness as a creative force. Shorter prose pieces, essays and letters related to these three works are also considered in order to cast light on the interrelationship of Mann's fiction and nonfiction.

24. **Feminist Theory.** Josephine C. Donovan, Assistant Professor, Honors Program, University of Kentucky.

This seminar examines feminist theory as developed in the "first" and "second" waves of the feminist movement. The term "first wave" is used to designate the period of the suffrage movement, or, more broadly, the nineteenth century; and the "second wave," the contemporary women's movement. Readings are weighted toward the first of the two periods so as to provide a substantial historical dimension. They include selections representative of the four primary ideological sources of contemporary feminist theory: the natural rights theory, radical feminist theory, socialist/Marxist theory, and Existentialist theory.

25. **Israeli vs. Arab: Will the Middle East Be the Sarajevo of World War III?** John L. Hadden, retired State Department Career Political Officer assigned to the Central Intelligence Agency.

The Middle East is an area of immediacy and crisis, and the outcome

of events in that cockpit may affect the future of all Americans. This seminar analyzes the struggle between Israelis and Arabs and attempts to recognize and understand the factors which make the finding of any solution formidable if not impossible. In order to understand the present situation in the Middle East, the seminar will examine the history of the peoples involved, where religious and other differences had their origins; the hostilities and political maneuvers which have occurred since 1929; the history of Zionism and the rise of the State of Israel and the Arab reaction to it; the military, economic, geographic, and social factors which have affected the course of events; the interests of the superpowers and their relationships with states in the Eastern Mediterranean; and the political leadership and forms of government as they affect present policy and possible future developments.

26. **Congressional Staff in the Legislative Process.** Angus S. King, Jr., Attorney and former Legislative Assistant to Senator William D. Hathaway.

Since 1946 the staff of Congressional Committees and of individual members has grown from one hundred or so "clerks" to more than 10,000 full-time personnel, including 2,000 professionals. This development has taken place so rapidly and so quietly that it has gone all-but-unnoticed by political scientists and other students of the legislative process. But its significance has been great, both in terms of the content and direction of legislation and in its impact on the electoral process itself. This seminar explores the growing role of staff personnel in the federal legislative process. The roles and responsibilities of personal staff, professional (committee) staff and institutional staff (Library of Congress, Secretary of the Senate, etc.) are considered from several different perspectives. An attempt is made to analyze the extent to which staff actually influence the output of the process and to determine whether the growth of staff, both in the Congress and the Executive branches, poses problems for democratic theory.

27. **The Physiological and Medical Aspects of Nutrition.** Mr. Settlemire.

There appears to be more interest in nutrition now than at any time in the past, yet much of what is being written and practiced in the name of nutrition can be called "quackery." In order to provide some basis for separating fact from fiction, this seminar examines the question of nutrition from a physiological perspective, but does it in such a way that extensive training in biology and chemistry is not required. Special attention is given to the chemical basis of foods, the basic processes of digestion and absorption of food, the changing nutritional needs of an individual, nutrition as it affects disease, the safety of foods we eat, and world food problems.

Fall 1976

1. **The Political Economy of Maine.** Geoffrey Faux, Community Development Economist, formerly Director of the Office of Economic Development, U. S. Office of Economic Opportunity.

   This seminar examines the major characteristics of the Maine economy and explores the extent to which alternative public policies might shape the state's future. Maine's specific economic problems (and their political and social implications) are used as a means of analyzing the issues that confront economically depressed regions in modern industrial nations.

2. **Housing: People or Property—The Government's Response.** Michael D. Lang, General Counsel, Maine State Housing Authority.

   This seminar examines the government's housing programs and policies from the perspective of the intended beneficiaries—the tenants and homeowners. It considers whether the government accurately perceived the needs and desires of these beneficiaries, how these programs affected neighborhoods, job opportunities, the location of roads, schools, and other community facilities; whether the government succeeded in providing decent homes for its citizens; and how programs intended to serve people became instruments of property acquisition and development.

4. **Journalistic Drama Criticism.** William P. Steele, Associate Professor of Theater, University of Maine at Portland-Gorham.

   This seminar acquaints students with the role of the media critic in professional, community, and educational theater. Students are required to attend eight live play performances and present both written and oral critiques.

   The seminar begins with a review of play production. An analysis of the critic's responsibilities to himself, his employer, his readers, the theater he criticizes, and the playwright is undertaken. The seminar also explores the area of adjudication, where the critic must present his views orally in front of an audience.

5. **Yugoslavia and Poland: Two Faces of Socialism.** Frances A. Usenik, retired Foreign Service Officer, formerly American Consul General at Bremen and Principal Officer at Poznan.

   Although their developments have been different, both Yugoslavia and Poland have been problem children for Mother Russia and the Communist World and will probably continue to be difficult to handle. This seminar is designed to examine the very different types of socialism which have emerged in Yugoslavia and Poland, how they evolved and why. The course considers the postwar significance of Yugoslavia and

Poland, both to the U.S.S.R. and to the United States, and explores what the future might hold for each country.

Sociology and Anthropology

Professor Riley, *Chairman;* Professor Rossides; Assistant Professors Kertzer and McEwen; Mr. Carlson

Requirements for the Major: In consultation with an adviser, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social knowledge is acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology and anthropology and contributes to preprofessional programs such as law, medicine, and theology. It also provides background preparation for careers in urban planning, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, secondary school teaching, and programs in developing countries. A student may choose either of two basic programs.

The major in sociology consists of eight courses, including **Sociology 1, 9,** and **11.** The courses are grouped according to the level of sophistication expected of students: Level A courses are introductory; courses in Level B are recommended for students with at least sophomore standing and those in Level C for students with at least junior standing. A minimum of six courses in sociology may be supplemented by two from anthropology or related fields, as approved by the department to meet the student's special needs. The sequence of research courses, **Sociology 11** and **12,** is recommended for students interested in research or planning graduate work in sociology or a related professional field; **Sociology 11** should be fitted into the major program early.

The major in anthropology-sociology consists of eight courses in the department: a minimum of four in anthropology, including **Anthropology 1, 3, 20; Sociology 11;** and a minimum of two other courses in sociology (not including **Sociology 1**). Students, especially those considering graduate work in either anthropology or sociology, are encouraged to take as many courses as possible beyond the minimum requirements.

For either major program, one semester of Independent Study may be counted toward the major.

Departmental Honors: Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on honor grades in major courses and a written project (emanating either from independent study or course work), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

Sociology
Level A Courses

1. Introduction to Sociology.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

Sociology 1, 1 and **Sociology 1, 2** vary in their emphasis on firsthand research experiences. A student may *not* register for or receive credit for both.

Sociology 1, 1. Every semester. Mr. Rossides.

Lecture, discussion, reading format.

Sociology 1, 2. Fall semester. Mr. McEwen. Every semester. Mr. Carlson.

Lecture, discussion, reading format interspersed with workshops focused on individual and small-group projects involving the collection and analysis of sociological data.

7. Deviance. Spring 1977. Mr. McEwen.

In the context of general sociological thinking and research about "deviance," this course focuses on crime and corrections in the United States. First examines the problematic character of the definition of "crime." Next explores empirical research on the character, distribution, and correlates of criminal behavior and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Finally, surveys the varied ways in which prisons and correctional programs are organized and assesses research about their "effectiveness."

Prerequisite: **Sociology 1.**

11. Introduction to Social Research. Every fall. Mrs. Riley.

Provides firsthand experience with the scientific procedures through which social science knowledge is developed. Reading and methodological analysis of a variety of case studies from the sociological and anthropological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, letters, statistical archives, cultural artifacts, ethnographic data files),

sampling, coding, use of computer, analysis (measures of association, three-variable analysis, matrices, probability models), and interpretation. Lectures, laboratory sessions, small-group conferences.

Prerequisite: **Sociology 1** or **Anthropology 1.**

Level B Courses

3. **The Family.** Every fall. Mr. Carlson.

The diversity of the family as a social institution in different times and places illuminates our understanding of the American family. An examination of contemporary research on the family life cycle, variation in family composition, and trends in family living. The family is considered from a number of theoretical perspectives, leading to more comprehensive knowledge of this institution and the central role it plays in human life. Stress on the importance of research experience in forming personal perspectives on the family.

Prerequisite: **Sociology 1** or **Anthropology 1.**

5. **Sociology of Health.** Spring 1977. Mrs. Riley.

This course examines the social contexts of physical and mental health, illness, and medical care: historically, cross-culturally, and in differing segments of the same society. Deals with such topics as the sick role, doctor-patient relationships, health as a social value, folk medicine, special handicaps of children and old people, structures and processes of health-care organizations, social factors in illness, causes of death, medical and paramedical personnel, prevention of disease, ethical and social issues in contemporary medicine (e.g., experimentation, abortion, prolongation of life, euthanasia). Students evaluate current research on the social distribution of illness and the delivery of medical services. Lectures, discussions, readings.

Prerequisite: **Sociology 1** or **Anthropology 1** or consent of the instructor.

[6. **The Urban Community.**]

8. **Race and Ethnicity.** Spring 1977. Mr. McEwen.

The social and cultural meaning of race and ethnicity with special emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Comparisons between the status of racial and ethnic minorities in America and their status in other selected societies.

Prerequisite: **Sociology 1** or **Anthropology 1.**

9. **Social Theory.** Every spring. Mr. Rossides.

A critical consideration of some important theories of the nature of

human behavior and society. Though attention is given to historical developments, the course concentrates on the great formative thinkers of "contemporary" sociology (late nineteenth century to the present).

Prerequisite: **Sociology 1.**

[10. **Organizational Behavior.**]

12. **Sociological Research.** Spring 1977. Mrs. Riley.

Continuation of **Sociology 11.** For students interested in research, independent study, or planning graduate work in sociology or a related professional field.

Scrutinizes, through a combination of firsthand investigation and critical readings, selected research methods and innovative scientific approaches to both theoretical issues and social problems and policies. Topics include design of data collection instruments, scaling, collective measures, experimental design, panel analysis, cohort analysis, social indicators. Special attention to the study of 1) social process and change and 2) groups or societies as interactive systems. Lectures, small-group conferences, field and laboratory exercises, individual and team projects.

Prerequisite: **Sociology 11** and at least one other course in sociology, or consent of the instructor.

13. **Social Stratification.** Fall 1976. Mr. Rossides.

A lecture-discussion-reading course which introduces the student to the field of social stratification. Opens with a review of the basic problems and concepts in the field and then develops case studies of the various types of social stratification using historical and comparative materials. The heart of the course is an extended analysis of the American class system. The American tradition of stratification theory and research is canvassed and a number of broad interpretative studies are read. However, the main emphasis is to establish what is known empirically about social stratification and other forms of inequality in America (and by cautious extension, in industrial society in general). The final theme of the course examines the various theories which purport to see some form of post-industrial society emerging in the Western world.

Prerequisite: **Sociology 1.**

[14. **Social Psychology.**]

[17. **World Population.**]

18. **Sociology of Law.** Fall 1976. Mr. McEwen.

An analysis of the development and function of law and legal systems in preindustrial and industrial societies. Examination of the rela-

tionships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 1** or **Anthropology 1** or any Level A course in government.

[19. **Sociology of Sex Roles.**]

20. **Collective Behavior.** Spring 1978. Mr. McEwen.

Description, analysis, and explanation of the nature of recurrent but relatively ephemeral social phenomena such as rumors, crowds, riots, audiences, panics, disasters, publics, fads, revolutions, and reform movements. Analysis of the responses of social control agencies to instances of collective behavior and of the role of collective behavior in social change.

Prerequisite: **Sociology 1** and at least one other course in sociology, or consent of the instructor.

Level C Courses

15. **Comparative Social Systems.** Spring 1977. Mr. Carlson.

A course in comparative sociological research. Analysis of several aspects of societies: basic demographic features; political, economic, religious, and kinship institutions; parallel or contrasting paths of social change; and similarities and differences among societies in the relation of all these aspects to one another. Begins with some issues involved in comparative study, such as placing research in a context of theory, comparing variants of the comparative method, defining units of analysis, and contrasting description and explanation as the aim of such study.

Prerequisite: **Sociology 11** or consent of the instructor.

16. **The Sociology of Age.** Fall 1976. Mrs. Riley.

Theory and methods of this new field of sociology. Examines such diverse phenomena as interdependence and conflict among age strata, aging from birth to death, succession of generations, changing structure of the family, shifts in meaning of work, functions of education, difficulties of adolescence and old age, dilemmas of economic and population growth, socialization, and social change. Special attention paid in 1976 to two special processes—allocation and socialization—as each new generation is continuously reassigned and retrained to perform new roles in a changing society. Readings, discussions, original research.

Prerequisite: Concurrent registration or previous credit in **Sociology 11,** or consent of the instructor.

31. **Advanced Seminar.** Spring 1978. The Department.
Intensive study of one or more selected topics involving issues and trends of current sociological concern. The topic will be announced. Readings, discussions, original research. This course, with contents changed, may be repeated for credit.
Prerequisite: Consent of the instructor.

200. **Independent Study.** The Department.
Prerequisite: **Sociology 12** or consent of the chairman.

Anthropology

1. **Introduction to Anthropology.** Every semester. Mr. Kertzer.
Study of the biological and cultural evolution of man. The four major subfields of anthropology are discussed: physical anthropology, archaeology, social linguistics, and social anthropology. Among the subjects covered are conflicting theories of human biological evolution, the debate over the genetic bases of human behavior, the scientific validity of the concept of race, the settling of the New World, the rise of agricultural and urban societies, the nature of "primitive" cultures, and the extent to which people are products of their culture.

3. **Social Anthropology.** Spring 1977 and spring 1979. Mr. Kertzer.
Seminar on the methods and perspectives of social anthropology. After examining various accounts by anthropologists of their fieldwork, cultural ecology and urbanization are investigated. Cultural ecology entails an analysis of the influence of ecological factors on the cultural elements of preindustrial societies. Urbanization focuses on the social implications of the migration of people from preindustrial societies to urban areas.
Prerequisite: **Anthropology 1** and consent of the instructor.

7. **Ritual and Myth.** Fall 1977. Mr. Kertzer.
The cross-cultural study of ritual and myth, focusing on the place of ritual and myth in the larger social context. A variety of modes of analysis of religion is considered, including evolution, degeneration, functionalism, symbolic structuralism and cultural ecology. The works of such analysts as Frazer, Durkheim, Malinowski, Levi-Strauss and Geertz will be discussed. Also investigated are modes of analysis of witchcraft, sorcery, magic, and shamanism.
Prerequisite: **Anthropology 1** or **Sociology 1.**

9. **Political Anthropology.** Fall 1976 and fall 1978. Mr. Kertzer.
The cross-cultural study of political systems, with particular emphasis on preindustrial societies. Issues examined include: How egalitarian are

nonstate political systems? How is social order maintained in societies lacking centralized government, and how is warfare waged? How are inequalities of political power within a society legitimized? What is the role of symbolism in political legitimation and in revolution? What social processes are involved in attracting and mobilizing political support?

Prerequisite: **Anthropology 1.**

19. **North American Indians.** Spring 1978. Mr. Kertzer.

An overview and analysis of American Indian societies from pre-Colombian times to the present.

Prerequisite: **Anthropology 1.**

20. **Anthropological Theory.** Spring 1978. Mr. Kertzer.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France are covered from the nineteenth century to the present. Contemporary controversies in anthropological theories are discussed. Among those considered are Morgan, Tylor, Boas, Mauss, Malinowski, Radcliffe-Brown, Margaret Mead, and Levi-Strauss.

Prerequisite: Two previous courses in anthropology or consent of the instructor.

200. **Independent Study.** Mr. Kertzer.

Physical Education and Athletics

Bowdoin believes that physical education is an important part of the total educational program. The Department of Physical Education provides students with opportunities for satisfying experiences in physical activities for the achievement of health and physical fitness. The physical education program includes classes which emphasize instruction in sports activities with carry-over value, intramural athletics, and intercollegiate competition. Students are encouraged to use the athletic facilities to participate in free recreational play.

Physical Education: The department offers courses of instruction in sports which students may enjoy for many years after college. These courses are voluntary, and it is the aim of the department to keep them flexible enough to serve the current interests of students. Last year, instruction was offered in tennis, squash, sailing, figure skating, swimming, water polo, life saving, scuba diving, fly fishing, golf, cross-country skiing, modern dance, gymnastics, calisthenics, field hockey skills, lacrosse skills, badminton, volleyball, racquet ball and synchronized swimming.

Intercollegiate Athletics: Bowdoin offers intercollegiate competition in the following sports: football, field hockey, cross-country, basketball, track (winter and spring), swimming, hockey, wrestling, lacrosse, skiing, golf, tennis, baseball, soccer, squash, and sailing (fall and spring). During the past year, all-female teams were fielded in tennis, field hockey, squash, swimming, basketball, and lacrosse. The department hopes to expand its offering for women as demand warrants. Junior varsity or freshman teams are maintained in intercollegiate sports whenever possible.

Intramural Athletics: Competition between intramural teams is scheduled in softball, touch football, basketball, hockey, track, swimming, squash, and volleyball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

Outdoor Facilities: The outdoor athletic facilities of the College are excellent. Whittier Field is a tract of five acres that is used for football games and also includes an all-weather track. It has a grandstand with team rooms beneath it. Pickard Field is a tract of over seventy acres that includes two baseball diamonds; spacious playing fields for lacrosse, soccer, football, touch football, and softball; ten tennis courts; and a field house.

Indoor Facilities: The College possesses indoor facilities that are the equal of its outstanding outdoor facilities. Morrell Gymnasium contains a modern

basketball court with seats for about 2,500 persons, four visiting team rooms, eleven squash courts, locker room with 480 lockers, shower facilities, modern fully equipped training room, adequate offices for the director of athletics and his staff, and other rooms for physical education purposes. Sargent Gymnasium includes a wrestling room, a weight-training room, two special exercise rooms, a regulation basketball court, and a locker room with 400 lockers. The Hyde Athletic Building, which is attached to the Sargent Gymnasium, includes a cinder track, facilities for field events, a banked board track, and an infield area used for baseball and lacrosse practice. Completing the athletic facilities are the Curtis Swimming Pool, containing a pool thirty feet by seventy-five feet, and the Dayton Arena, which has a refrigerated ice surface eighty-five feet by two hundred feet and seating accommodations for 2,400 spectators.

Hawthorne-Longfellow Library

The strength of a college library rests in its collections of books and other library materials and in the ability of its staff to make the library useful to students. Bowdoin's Nathaniel Hawthorne-Henry Wadsworth Longfellow Library is exceptionally strong in its reputation as a college library. Totaling more than a half million volumes, its collections have been built up over a period of more than 175 years and include an unusually large proportion of distinguished and valuable volumes. Similarly distinguished has been the roster of librarians of the College, a list that includes John Abbot, Calvin Stowe, Henry Wadsworth Longfellow, and George T. Little. Its present full-time staff includes nine professional librarians and twelve library assistants.

The first books that belonged to the library—a set of the Count Marsigli's *Danubius Pannico-Mysicus,* given to the College in 1796 by General Henry Knox (who had been a bookseller in Boston before he achieved fame as George Washington's chief ordnance officer)—are still a part of its collections. In the early decades of the nineteenth century Bowdoin's library, largely because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine, was one of the largest in the nation. It has been maintained as one of the larger college libraries of the country, but its areas of growth are now defined by the curriculum of the College and restrained by the desirability of containing it as a collection to which students can have easy, and almost complete, access on open shelves. In addition to its 500,000 volumes (a count which includes bound periodicals and newspapers), the library has a collection of approximately 60,000 maps, over 2,000 photographs, and more than 300,000 manuscript items. The current annual rate of acquisition is about 14,000 volumes and the annual expenditure per student is more than $300.

The Hawthorne-Longfellow Library building was opened in the fall of 1965. The library occupies 60,000 square feet of its floor space and will eventually incorporate the 26,000 square feet presently used for the College's administrative offices. It now provides space for well over 400,000 volumes and for 538 readers (for 460 of these by individual study tables, carrels, or lounge chairs). Eventual full occupancy of the building will increase shelf capacity to 560,000 volumes and seating capacity to about 700. The College has reserved the stack wing of Hubbard Hall, the library building of the College from 1903 to 1965, which now houses the overflow from the Hawthorne-Longfellow Library. Space for 200,000 books is available there.

The entrance level of the building contains the portions of the library of most immediate use to its readers: the circulation desk and reserve-book

shelves, the card catalog, reference books and bibliographies, current newspapers, current periodicals, periodical indexes, government documents, copy machines, and two large and handsome reading areas. Study stations are conveniently dispersed on this floor as they are throughout the building.

The lower level of the library houses Bowdoin's extensive collection of bound periodicals, its bound volumes of newspapers, and its collections of microfilm and microcards.

Special features of the second floor are an exhibit area and the President Franklin Pierce Reading Room, informally furnished and giving a broad view through floor-to-ceiling windows. In this room are a collection of paperbound books for recreational reading and a selection of periodicals received by the library for immediate use only. Near this room are more newspapers and magazines for recreational reading. Also on this floor are two suites of ten faculty studies each and small rooms for student typing or group study. The rest of this floor is shelving surrounded by carrels.

More shelving and carrels occupy the principal portion of the third floor. There are nine additional faculty studies on this floor. The eastern end of the third floor is the special collections suite. This includes, in addition to shelf space for Bowdoin's rare books and manuscripts and space for their use, a conference room, and a staff and faculty lounge.

The collections of the library are strong (though inevitably of varying strength) in all areas covered by the curriculum of the College, and a constant effort is maintained to see that representative publications in fields outside the current curriculum are added to the library. There is special strength in documentary publications relating to both British and American history, in the books relating to exploration and the Arctic regions, in books by and about Carlyle, in books and pamphlets about Maine, in materials about the Huguenots, in books and pamphlets on World War I and on the history of much of middle Europe in this century, and in the literary history of pre-twentieth-century France.

The reference collection includes most of the English-language encyclopedias and a good representation in original editions of major foreign encyclopedias—from two editions of the monumental eighteenth-century *Encyclopédie* of Diderot to such modern works as the *Grand Larousse Encyclopédique, Der Grosse Brockhaus,* the *Enciclopedia Universal Illustrada Europeo-Americana,* the *Bol'shala Sovetskala Entsiklopedia,* and the *Enciclopedia Italiana de Scienze, Lettere ed Arti.* In it also are the principal national bibliographies and other major bibliographical tools. Dispersed in their proper places throughout the collections are such distinguished sets as the *Studies and Documents* of the American Institute of Musicology in Rome, Armando Cortesão's *Portugaliae Monumenta Cartographia,* the elephant-folio edition of John James Audubon's *Ornithological Biography* (his "Birds of America"),

E. S. Curtis's *The North American Indian,* the *Rerum Britannicarum Medii Aevi Scriptores,* Jacques Paul Migne's *Patralogiae* (Latina), the *Scriptores Rerum Germanicum,* Reuben Gold Thwaite's *Early American Travels,* and *The Victoria History of the Counties of England.* Scholarly sets include the publications of the Camden Society, the Early English Text Society, the Egypt Exploration Society, the Geological Society of America, the Hakluyt Society, the Henry Bradshaw Society, the Huguenot Society of London, the Prince Society, the Royal Historical Society, the Royal Society, the Scottish History Society, the Scottish Text Society, and the Société des Anciens Textes Français. Of comparable, or perhaps even greater, distinction is Bowdoin's collection of more than 75,000 bound volumes of periodical publications.

Special collections in the Hawthorne-Longfellow Library comprise extensive collections of books, manuscripts, and other materials by and about both Hawthorne and Longfellow; books and pamphlets collected by Governor James Bowdoin; the private library of James Bowdoin III; an unusually large collection of late eighteenth- and early nineteenth-century books (particularly in the sciences) collected by Maine's distinguished Vaughan family; books, periodicals, and pamphlets contemporaneous to the French Revolution; the books, papers, and memorabilia of the Abbott family; an unusually fine representation of the items published in the District of Maine and in the state during the first decade of its statehood; and the books printed by the three most distinguished presses in Maine's history: the Mosher Press, the Southworth Press, and the Anthoensen Press.

Also in the special collections suite are the printed items relating to the history of the College and the chief collections of manuscript archives of the College. These include much material on Bowdoin alumni and extend far beyond a narrow definition of official college records. Here also is the library's general collection of manuscripts. Outstanding among the manuscripts are the collections of the papers of Generals O. O. Howard and Charles Howard, of Senator William Pitt Fessenden, and of Professors Parker Cleaveland, Alpheus S. Packard, Henry Johnson, and Stanley Perkins Chase; collections of varying extent of most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; manuscripts by Kenneth Roberts, Kate Douglas Wiggin, Charles Stephens, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Pullen, and Francis Russell.

The books and manuscripts in Bowdoin's special collections are not treated simply as museum pieces. They are freely open to use by qualified scholars and are extensively used in introducing undergraduates—in their research projects, senior seminars, and other independent work—to the variety of research materials regularly used in the scholarly world and which they can expect to use if they continue into university graduate work.

Special collections include also the Bliss Collection of books on travel, on French and British architecture, and other fine books (miscellaneous in nature but largely relating to the history of art and architecture) which are housed in the extraordinarily handsome Susan Dwight Bliss Room in Hubbard Hall. These books are additionally distinguished by their fine bindings. The books in this room and the room itself (with its Renaissance ceiling which once graced a Neapolitan palazzo) were the gift of Miss Bliss in 1945.

During term time the library is open from 8:30 A.M. to midnight Monday through Saturday, and on Sunday from 11:00 A.M. to midnight. When the College is not in session the library is open 8:30 A.M. to 5:00 P.M. Monday through Friday. Small departmental collections in art, biology, chemistry, mathematics, and music are housed contiguous to the offices of the departments and are available for use on separate schedules of opening.

The operations of the library and the growth of its collections are supported by the general funds of the College and by gifts from alumni and other friends of the library and of the College. The library is annually the recipient of generous gifts of both books and funds for the immediate purchase of books or other library materials. It is always especially desirous of gifts of books, manuscripts, and family records and correspondence relating to the alumni of the College. The income of more than a hundred gifts to the College as endowment is directed to the use of the library.

LIBRARY FUNDS

(As of January 31, 1976)

Achorn Fund
The annual balance, if any, from the Achorn Flag Fund.

Adams Memorial Book Fund (1943) $ 2,988
Established by the bequest of William C. Adams 1897.
In memory of Jonathan E. Adams 1853, Frederick W. Adams 1889, William C. Adams 1897, and Stanley B. Adams 1920. "For the purchase of the best books on Biography and Immortality...."

John Appleton Fund (1916) 15,019
Established by the gift of Frederick H. Appleton 1864.
In memory of his father John Appleton 1822. For the general uses of the library.

James Alan Auld Memorial Book Fund (1969) 2,561
Established by gifts of his family and friends.
In memory of James Alan Auld 1970.

Samuel H. Ayer Fund (1887) 1,558
Established by the Athenaean Society.
In memory of Samuel H. Ayer 1839. For the purchase of books.

Benoit Library Book Fund (1964) 2,641
Established by gifts of André E. Benoit 1943, Louis J. Benoit 1955, and the A. H. Benoit Company.

James E. Bland Memorial Book Fund (1975) 4,739
Established by gifts from members of the faculty, former students, and other friends in memory of James E. Bland.
For books in the field of American history, especially history of the late colonial and early national periods.

Alexander F. Boardman Fund (1937) 747
Established by the bequest of Edith Jenney Boardman, Library Cataloguer, 1902-1934.
In memory of her father. Preferably for the purchase of science books.

Elias Bond Fund (1886) 11,025
Established by gifts of Elias Bond 1837.
For the purchase of books.

George S. Bowdoin Fund (1895) 1,590
Established by the gift of George S. Bowdoin.
"To create a permanent fund for the maintenance of what shall be known as the 'George Sullivan Bowdoin Collection of Huguenot Literature.'..."

Gina Briasco Special Collections Fund (1974) 1,356
Established by the gift of Louis B. Briasco 1969.
In honor of his mother.

Herbert Ross Brown Book Fund (1973) 31,930
Established by the gifts of former students, faculty colleagues, and other friends of Herbert Ross Brown Honorary '63, who retired in 1972 as professor of English and Edward Little Professor of Rhetoric and Oratory following a forty-seven-year teaching career at Bowdoin.
For books in the field of American literature.

Philip Henry Brown Fund (1901) 3,115
Established by the bequest of John C. Brown.
In memory of his father Philip H. Brown 1851. For the purchase of books on rhetoric and literature.

Burton Book Fund (1959) 17,292
Established by gifts of the secretary, law clerks, and friends of Harold H. Burton 1909 upon his retirement as an associate justice of the Supreme Court of the United States.

Warren B. Catlin Fund (1969)
Established by the bequest of Warren B. Catlin.
Mr. Catlin was a member of the faculty from 1910 to 1952. "The sum of $10,000 annually for the support of the College's library. . . ."

Henry Leland Chapman Memorial Fund (1893) 14,094
Established by the gift of Frederick H. Gerrish 1866.
To purchase books for the Department of English Literature.

Henry Philip Chapman Library Book Fund (1967) 5,247
Established by the gift of H. Philip Chapman, Jr. 1930.
In memory of his father Henry P. Chapman 1906.

Class of 1825 Book Fund (1964) 1,214
Established by the gift of an anonymous donor.

Class of 1875 Book Fund (1919) 2,495
Established by gifts of members of the class.
Preferably to purchase books relating to American history.

Class of 1877 Library Fund (1937) 4,250
Established by gifts of members of the class.
To be used as a book fund.

Class of 1882 Library Fund (1908) 3,582
Established by gifts of members of the class.
For the support of the library.

Class of 1888 Library Fund 1,808
Established by gifts of members of the class.

Class of 1890 Book Fund (1908) 3,085
Established by gifts of members of the class.

Class of 1899 Fund (1927) 2,988
Established by gifts of members of the class.
"For the purchase of books in the general scope of Social Science for the benefit of the Henry Crosby Emery Library of Social Science."

Class of 1901 Library Fund (1908) 1,110
Established by gifts of members of the class.
For the purchase of books on economics.

Class of 1904 Library Fund (1932) 9,429
Established by gifts of members of the class.
To be used as a book fund.

Class of 1912 Library Fund (1962) 32,750
Established by gifts of members of the class.
Upon the occasion of its fiftieth reunion. For the purchase of books.

Class of 1914 Book Fund (1964) 7,949
Established by gifts of members of the class.
Upon the occasion of its fiftieth reunion.

Class of 1916 Dwight Sayward Memorial Book Fund (1967) 4,176
Established by gifts of members of the class.
In memory of Dwight Sayward 1916.

Class of 1924 Library Fund (1952) 6,739
Established by gifts of members of the class.
For the purchase of books.

Class of 1929 Book Fund (1969) 3,289
Established by gifts of members of the class.
Upon the occasion of its fortieth reunion. For the purchase of books, periodicals, and other library materials.

Class of 1950 Memorial Book Fund (1975) 25,050
Established by gifts of members of the class.
Upon the occasion of its twenty-fifth reunion. For the purchase of books.

Lewis S. Conant Collection (1951) 94,733
Established by the bequest of Emma L. Conant.
In memory of her husband. To purchase nonfiction books.

Else H. Copeland Book Fund (1955) 658
Established by the gift of National Blank Book Company Charitable Trust.

Philip D. Crockett Special Collections Fund (1974) 2,006
Established by the gift of Philip D. Crockett 1920.
For special collections and to provide for their maintenance and care.

Crowell Theater Book Fund (1956) 3,285
Established by gifts of friends in memory of Cedric R. Crowell 1913.
"For the purchase of books on theater and drama. . . ."

John L. Cutler Fund (1903) 1,558
Established by the bequest of John L. Cutler 1837.
For the purchase of books and periodicals.

Athern P. Daggett Library Book Fund (1974) 20,725
Established by family and friends.
"For the purchase of books within the field of Professor Daggett's academic discipline."

Darlington Book Fund (1929) 2,590
Established by the gift of Sibyl Hubbard Darlington.
Mrs. Darlington was a daughter of Thomas H. Hubbard 1857 and the mother of Joseph H. Darlington 1928.

Miguel E. de la Fe Memorial Book Fund (1966) 2,450
Established by the gift of Doris M. Zuckert.
In memory of Miguel E. de la Fe 1954. To purchase books on mathematics.

Delta Psi of Sigma Nu Book Fund (1971) 3,122
Established by assets conveyed by Sigma Nu Corporation.

Stephen A. DeVasto Memorial Book Fund (1971) 643
Established by gifts of family and friends.
In memory of Stephen A. DeVasto 1972.

Betty Edwards Dober Library Fund (1964) 4,573
Established by the gift of Charles P. Edwards 1941.
"For the purchase of musical scores or other publications or teaching materials including recordings relating to the instructional program of the Department of Music."

Daniel Tucker Coffin Drummond Library Book Fund (1974) 1,705
Established by relatives.
In memory of Daniel T. C. Drummond 1809.

James Drummond Fund (1908) 4,549
Established by the bequest of his wife and the gift of his daughter.
In memory of James Drummond 1836. For the purchase of books.

Edward A. Dunlap III Book Fund (1955) 617
Established by the gift of Edward A. Dunlap 1903 and Mrs. Dunlap.
In memory of their son Edward A. Dunlap III 1940.

Daniel C. Fessenden Book Fund (1962) 8,926
Established by the gift of Daniel C. Fessenden.
Mr. Fessenden also gave the College a collection of valuable historical papers of the Civil War period.

Francis Fessenden Library Fund (1933) 14,939
Established by the bequest of John Hubbard, the son of Thomas H. Hubbard 1857.
In memory of Francis Fessenden 1858.

John O. Fiske Library Fund (1911) 1,558
Established by the bequest of John O. Fiske 1837.

Melville Weston Fuller Library Fund (1938) 37,348
Established by the bequest of Mildred Fuller Wallace.
In memory of her father Melville W. Fuller 1853, chief justice of the Supreme Court of the United States, 1888-1910. For the maintenance and safekeeping of the library.

General Fund 3,891
Established by friends of Bowdoin.
For library purposes.

Arthur Chew Gilligan Memorial (1950) 1,771
Established by the bequests of James H. and Mary C. Gilligan.
In memory of their son, who was a member of the faculty from 1925 to 1943. Preferably to purchase books selected by the Department of French.

Ginn Book Fund (1962) 2,905
Established by the gift of Thomas D. Ginn 1909.
In memory of his parents Anne and Thomas Ginn. To purchase books on science.

Anne Davis Ginn Memorial Fund (1969) 169,924
Established by the bequest of Thomas D. Ginn 1909.
"For furthering research through books. . . ."

William and Elizabeth Goodman Library Book Fund (1968) 3,023
Established by the bequest of William Goodman.

Albert T. Gould Fund 1,494
For library purposes.

Edna G. Gross Library Fund (1969) 1,871
Established by the gift of Harriet N. Minot.
In memory of Edna G. Gross. "To be used for the purchase of books and other materials for the Gross Ornithological Library at Bowdoin College."

Hakluyt Fund (1893) 1,680
For library purposes.

Roscoe J. Ham Book Fund (1954) 1,782
Established by the gift of Edward B. Ham 1922.
In memory of his father Roscoe J. Ham, a member of the faculty from 1901 to 1945. To purchase books in the Russian language and about Russian literature.

Robert L. Happ Book Fund (1958) 132
Established by gifts of friends.
In memory of Robert L. Happ 1953.

Louis C. Hatch Fund
Annual sum of $100 for the purchase of books on history, government, and economics.

Samuel Wesley Hatch Fund (1928) 1,494
Established by the bequest of Laura A. Hatch.
In memory of her father Samuel W. Hatch 1847. For the purchase of books.

Charles Taylor Hawes Fund (1940) 3,785
Established by the gift of Martha B. Hawes.
In memory of her husband Charles T. Hawes 1876. For the purchase of books.

Ernst C. and Louise R. Helmreich Book Fund (1972) 5,521
Established by former students and friends.
In honor of Ernst C. Helmreich upon the occasion of his retirement as Thomas Brackett Reed Professor of History and Political Science. To purchase books in the field of modern European history.

Kent Jeffrey and Andrew Harriman Herrick Memorial Fund (1970) 907
Established by John D. Herrick 1957 and Mrs. Herrick.
For the purchase of books.

George Arthur Holbrook Fund (1940) 2,988
Established by the bequest of George A. Holbrook 1877.
For the use of the library.

Roger Howell, Jr. English History Book Fund (1969) 1,129
Established by James M. Fawcett III 1958.
"In honor of his classmate Roger Howell, Jr., following the latter's election as the tenth President of Bowdoin College."

Hubbard Library Fund (1908) 177,650
Established by the gift of Thomas H. Hubbard 1857.
"For the maintenance and improvement of the Library Building and Library of the College and for expenses pertaining thereto. . . ."

Thomas Hubbard Library Fund (1922) 4,940
Established by the gifts of John Hubbard, Anna Weir Hubbard, and Sibyl Hubbard Darlington.
In memory of their brother.

Winfield S. Hutchinson Library Fund (1959) 43,722
Established by the bequest of Adelaide L. Hutchinson.
In memory of her husband Winfield S. Hutchinson 1867. For the purchase of books.

Elijah Kellogg Memorial Fund (1950) 2,242
Established by the gift of Harvey D. Eaton 1887.
In memory of Elijah Kellogg 1840. Two-thirds of the income to be used for the purchase of books.

President John F. Kennedy Book Fund (1964) 3,642
Established by the gift of an anonymous donor and augmented by other donors.

Edward Chase Kirkland Book Fund (1975) 1,418
Established by the gifts of Albert Abrahamson, of the Class of 1926, and other friends.
In honor and memory of Edward Chase Kirkland, Frank Munsey Professor of History and a member of the faculty from 1930 to 1959.

Fritz C. A. Koelln Book Fund (1972) 2,280
Established by friends in honor of Fritz C. A. Koelln upon the occasion of his retirement as George Taylor Files Professor of Modern Languages.

William W. Lawrence Fund (1959) 19,504
Established by the bequest of William W. Lawrence 1898.
"Preferably but not necessarily for the purchase of books on language and literature and for the purchase of books on art. . . ."

Brooks Leavitt Fund (1954) 163,301
Established by the bequest of Brooks Leavitt 1899.
For the support of the library.

George Thomas and Lilly Little Fund (1970) 5,118
Established by the gift of Ray W. Pettengill 1905.
In memory of Mrs. Pettengill's father and mother. "For books pertaining to Mr. Little's interest in mountains, the Holy Land, and the Arctic."

Noel Charlton Little Book Fund (1966) 1,561
Established by gifts of members of Delta Kappa Epsilon fraternity and other Bowdoin alumni and friends upon the occasion of the retirement of Noel Charlton Little 1917 as professor of physics and Josiah Little Professor of Natural Science.
To purchase books on physics, astronomy, and associated subjects.

Charles H. Livingston Memorial Book Fund (1967) 1,918
Established by his wife and friends.
In memory of Charles H. Livingston, Longfellow Professor of Romance Languages and a member of the faculty from 1921 to 1956.

Solon B. Lufkin Library Fund (1931) 747
Established by the bequest of Solon B. Lufkin.
". . . to express by this action his appreciation of the many kindnesses he enjoyed at the hands of the College Library for many years."

Robert Henry Lunt Fund (1948) 2,241
Established by the gift of William E. Lunt 1904 and Mrs. Lunt.
In memory of their son Robert H. Lunt 1942. To purchase books on international relations.

William Edward Lunt Fund (1957) 669
Established by the gift of his wife.
In memory of William E. Lunt 1904. Preferably to purchase books about medieval and English history.

George S. Lynde Fund (1918) 2,222
Established by the bequest of George S. Lynde.
In memory of his brother Frank J. Lynde 1877. For the purchase of books.

Douglass H. McNeally Fund (1973) 4,333
Established by the bequest of Douglass H. McNeally 1946.

John Henry and Della Fenton Matthews Book Fund (1975) 1,000
Established by the bequest of Mabel Niver Matthews.
To purchase books on English history.

Mabel Niver Matthews Book Fund (1956) 1,615
Established by the bequest of Della Fenton Matthews.
In honor of her daughter.

Lucy H. Melcher Fund (1960) 19,245
Established by the bequest of Lucy H. Melcher.
In memory of her father Samuel A. Melcher 1877. For the purchase of books.

Clara Hawkins Mellen Memorial Fund (1969) 4,149
Established by the gift of Mrs. Chase Mellen, Jr.
"To be used for the purpose of providing plants, plantings, and other similar items which, in the judgment of the College Librarian, will best create an attractive and comfortable environment within the Library."

Clara Hawkins Mellen Memorial Book Fund (1969) 1,401
Established by gifts of friends.
To purchase books relating to Maine history.

William Curtis Merryman Fund (1942) 1,494
Established by the bequest of Alice Shaw Merryman.
In memory of her husband William C. Merryman 1882. For the support of the library.

Bernice H. Mersereau Book Fund (1974) 1,445
Established by members of the family and friends.
For the purchase of books.

Earl Scott Miller Book Fund (1964) 583
Established by the gift of Karmil Merchandising Corporation.

Gilbert H. Montague Book Fund (1960) 6,144
Established by the gift of Gilbert H. Montague.

Edward S. Morse Fund (1926) 1,494
Established by the bequest of Edward S. Morse.
The income to be expended under the direction of the Library Committee.

Alpheus S. Packard Fund 763
For library purposes.

William A. Packard Library Fund (1910) 7,470
Established by the bequest of William A. Packard 1851.
To purchase "preferably such books as illustrate the Greek and Latin languages and literatures."

John Patten Fund (1893) 763
For library purposes.

Daniel W. and Martha A. Pettengill Fund (1970) 5,118
Established by the gift of Rachel T. Pettengill.
In memory of the parents of her late husband, Ray W. Pettengill 1905.
To purchase "books pertaining to Maine localities."

Ray W. and Rachel T. Pettengill Library Book Fund (1975) 6,870
Established by Daniel W. Pettengill 1937.
In memory of his parents. For the purchase of books.

Donald W. Philbrick Fund (1962) 12,566
Established by the gift of Donald W. Philbrick 1917.
To purchase books about history and government.

Pickard Library and Field Fund (1952) 227,824
Established by the bequest of Frederick W. Pickard 1894.
For the purchase of books and materials and maintenance of Pickard Field.

Lewis Pierce Book Fund (1927) 47,819
Established by the gift of Henry H. Pierce 1896.
In memory of his father Lewis Pierce 1852.

Bernice E. Randall Fund (1974) 22,712
Established by the bequest of Bernice E. Randall, sister of Chester B. Randall 1906.

Alfred Rehder Library Fund (1965) 6,109
Established by the gift of Gerhard Rehder 1931.
In memory of his father. For the purchase of books.

Franklin C. Robinson Memorial Book Fund (1946) 5,481
Established by the bequest of Clement F. Robinson 1903.
In memory of his father Franklin C. Robinson 1873. For the purchase of scientific books and periodicals.

Charles E. Rolfe Memorial Book Fund (1970) 833
Established by Andrew T. Rolfe 1935.
In memory of his father.

Major Robert R. Rudy Book Fund (1962) 1,056
Established by gifts of relatives and friends.
In honor of Robert R. Rudy 1946. To purchase books in the field of history.

J. B. Sewall Library Fund (1879) 783
Established by the gift of Jotham B. Sewall 1848.
For the benefit of the library.

Sherman Fund (1882) 6,601
Established by the gift of Lucy Sherman Dodge.
In memory of her brothers Joseph Sherman 1826 and Thomas Sherman Medical 1828. For the purchase and repair of books.

Sibley Fund (1881) 10,832
Established by the gifts of John L. Sibley Honorary 1856 and Mrs. Sibley.
For the purchase of books.

Sills Book Fund (1952) 33,280
Established by gifts of faculty members, alumni, and friends on the occasion of the retirement of Kenneth C. M. Sills 1901 as eighth president of Bowdoin College.
"Our President, like Chaucer's Clerk of Oxenford, is a bookman. It would be hard to think of a more suitable gift than the establishment of a fund for the purchase of books for the College Library. . . ."

Edgar M. Simpson Fund (1957) 2,956
Established by the gift of Margaret Simpson Millar.
In memory of her father Edgar M. Simpson 1894. For the support of the library.

Smyth Fund (1876)
Established by the gift of Henry J. Furber 1861.
In honor of William Smyth 1822, a member of the faculty from 1823 to 1868. The annual balance of the Smyth Mathematical Prize Fund.

Walter Moritz Solmitz Book Fund (1963) 880
Established by gifts of his friends.
In memory of Walter M. Solmitz, a member of the faculty from 1946 to 1962.

Stanwood Book Fund (1960) 6,665
Established by the gift of Muriel S. Haynes.
In memory of her brother-in-law Daniel C. Stanwood, a member of the faculty from 1918 to 1936. "For the purchase of books for the Library in the Field of International Law or International Relations" or relating to the Department of Government and Legal Studies.

Edward Stanwood Fund (1926) 1,897
Established by the bequest of Edward Stanwood 1861.
Preferably for books about American political history.

Stones-Pickard Special Editions Book Fund (1972) 24,951
Established by the gift of Irene S. Pickard.
"The income only to be used at the discretion of the Librarian for the purchase of special books, such as those from the Limited Editions Club, The Imprint Society, and The Folio Club of London, as well as any others the income will permit."

L. Corrin Strong Trust
One-half the income of the Trust.
"Toward supporting the rather extensive expense of strengthening Bowdoin's library collections and services."

Charles Cutler Torrey Fund (1957) 1,316
Established by the bequest of Charles C. Torrey 1884.
Preferably for books about the fine arts.

Transportation Library Fund (1966) 4,591
Established by gifts of Edward H. Tevriz 1926 and Joseph T. Small 1924.
"For the College's Library collections of books, pamphlets, periodicals, maps, economic abstracts, and other similar library materials in the broad field of transportation."

United States Steel Foundation Fund (1961) 24,426
Established by the gift of the United States Steel Foundation, Inc.
For the purchase of books.

Harold and Abby Wright Vose Library Book Fund 1,500
Established by Richard T. Wright 1952.

White Pine Fund (1960) 12,688
Established by the gift of an anonymous donor.
For the purchase of books.

Williams Book Fund (1947) 747
Established by gifts of friends and relatives.
In memory of Thomas W. Williams 1910. "Preferably for the purchase of books on American History or Economics."

Robert W. Wood Fund (1890) 1,527
Established by the gift of Robert W. Wood Medical 1832.
For library purposes.

Museum of Art

An art collection has existed at Bowdoin almost since the inception of the College itself. The earliest acquisition of major importance was a group of 142 old master drawings bequeathed to the College in 1811 by James Bowdoin III. This was the first public collection of its kind in America and contains, among many treasures, a superb landscape by Pieter Brueghel the Elder. James Bowdoin III's collection of old master paintings came to the College two years later, in 1813.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the erection of the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four tympana murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, decorate the museum's Sculpture Hall.

The museum contains one of the most important collections extant of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is his greatest work, the full-length likeness of *General Samuel Waldo,* generally regarded as the finest American portrait of the first half of the eighteenth century; the nine Gilbert Stuarts include the so-called official portrait of *Thomas Jefferson,* as well as its pendant, *James Madison.* A complete catalogue of this collection, *Colonial and Federal Portraits at Bowdoin College,* was published by the College, with a matching grant from the Ford Foundation, in 1966.

The College's collection of ancient art contains sculpture, pottery, bronzes, gems, coins, and glass of all phases of the ancient world. The most notable benefactor in this area was Edward Perry Warren, the leading collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, the gift to the College of Henri Byron Haskell, Medical 1855, are installed in the Museum's Sculpture Hall. *Ancient Art in Bowdoin College,* a descriptive catalogue of these holdings, was published in 1964 by the Harvard University Press.

In recent years the College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of medals and plaquettes presented by Amanda, Marquesa Molinari; a fine group of

European and American pictures given by John H. Halford, of the Class of 1907, and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

In the fall of 1964, the College was the recipient of the major portion of a collection of Winslow Homer memorabilia, which until that time had been in the artist's studio at Prout's Neck, the gift of the Homer family. This material, now known as the Homer Collection of the Bowdoin College Museum of Art, includes the artist's first watercolor; a significant group of letters he wrote over a period of many years to various members of his family; and a considerable quantity of photographs of Homer, his family, and of Prout's Neck. Recently, a large collection of woodcuts was purchased to augment these holdings and create an important center for the scholarly study of Homer's graphics.

The museum also contains fine examples of the work of such nineteenth-century and twentieth-century American artists as Winslow Homer, Eastman Johnson, Thomas Eakins, George Inness, Martin Johnson Heade, William Glackens, Marsden Hartley, Andrew Wyeth, and Leonard Baskin.

In addition to exhibitions of the permanent collection, the museum every year holds numerous exhibitions of works of art lent by institutions and private collectors throughout the United States. Among the important exhibitions organized by the museum in recent years have been *The Art of Leonard Baskin, The Portrayal of the Negro in American Painting, The Salton Collection of Renaissance and Baroque Medals and Plaquettes, As Maine Goes* (photographs by John McKee of the despoliation of the Maine coast), *Winslow Homer at Prout's Neck, The Language of the Print, Hands to Work and Hearts to God: The Shaker Tradition in Maine, Rockwell Kent: The Early Years, The Medieval Sculptor, The Art of American Furniture,* and *The Molinari Collection of Medals and Plaquettes.* From time to time the College lends pictures and objects in the custody of the museum to other institutions in various parts of the country. The Bowdoin College Traveling Print Collection is made available gratis to educational institutions in Maine. The museum also sponsors symposia and special lectures. Since 1973 symposia on American furniture, nineteenth-century decorative arts, American Indian art, and nineteenth-century American architects have been held.

In 1961 the Associates program of the Bowdoin College Museum of Art was formed in order to more effectively share the facilities of the museum with the community beyond the College. Students are encouraged to become members at a reduced rate, so that they can take advantage of the Associates' publications and events, which include free exhibition catalogues and a film series.

The amount of exhibition space in the Walker Art Building was more than

doubled following an extensive renovation made possible by gifts to the 175th Anniversary Campaign Program and completed in 1976. Three galleries for exhibiting the museum's permanent collections and a temporary exhibition gallery were added on the lower level and the previously existing galleries on the ground level were redecorated.

PEARY-MACMILLAN ARCTIC MUSEUM

The Peary-MacMillan Arctic Museum, which is a part of the Bowdoin College Museum of Art, is a tribute to two famous explorers and Bowdoin alumni—Admirals Robert E. Peary and Donald B. MacMillan.

On April 6, 1909, Peary, a member of the Class of 1877, became the first man to reach the North Pole. MacMillan, a member of the Class of 1898, was his chief assistant on that historic expedition.

The museum is located on the first floor of Hubbard Hall, for many years the Bowdoin College Library and named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and a major financial supporter of Peary's Arctic ventures. It was designed by Ian M. White, a museum designer and curator who accompanied MacMillan on a trip to the Arctic in 1950. Generous gifts from members of the Class of 1925, together with gifts from other interested alumni and friends, made the museum a reality in 1967.

Bowdoin's interest and activity in Arctic exploration go back to 1869 when Paul A. Chadbourne, a professor of chemistry and natural history at Bowdoin, with twenty Bowdoin and Williams College students sailed on a voyage which followed nearly the same route the Norsemen must have taken along the coast of Labrador and Greenland as far as Godthaab.

Performing Arts

DANCE AND DRAMA

The Division of Theater Arts within the Department of English consists of the director of theater, the director of dance, and the theater technician. The main thrust of its activities is in making possible the extensive extracurricular participation in dance and theater. The student drama group, Masque and Gown, celebrated its seventieth anniversary in the winter of 1973-1974 with a new staging of its original production of Oliver Goldsmith's *She Stoops to Conquer*. The dance group, for both men and women, began in 1971 with the advent of coeducation.

Classes in dance without academic credit are under the direction of June Adler Vail. Although the offerings vary in response to student interest, the following areas are normally covered:

Modern dance technique: classes aimed at improving movement skills and muscular strength as well as encouraging creative understanding of movement fundamentals—rhythm, force, direction, range, and qualities of movement. Fundamentals of ballet technique will be offered when student interest warrants.

Dance composition/choreography: Exploration of dance forms, individual and group compositions, motivational factors in dance, movement themes, and dynamics. The approach to learning is through guided experimentation.

Dance performance and production: Participation in and responsibility for lecture-demonstrations, workshops, and one major performance. Experience in production management, lighting, sound systems, and in combining dance with other fine arts, such as original music, art, film, and literature.

Credit courses in acting, directing, and scenic design are taught by the director of theater. Lighting and stagecraft are taught by the theater technician. Each year at least three major productions are produced by the Masque and Gown on the stage of Pickard Theater. In the past few years one production each season has been a musical. An original student-written musical was enthusiastically received in 1975. Since 1973 the autumn production has been entered in the American College Theatre Festival. *Ah, Wilderness!* in 1973 and *The Scarecrow* in 1975 were selected as New England finalists, requiring the trouping of the productions to the festival out of state. Five actors in the three productions were selected as finalists in the New England Irene Ryan scholarship competition. One very popular production each year is usually a Shakespeare drama or classical play.

Pickard Theater, the generous gift in 1955 of Frederick William Pickard, LL.D., of the Class of 1894, includes a modern, 600-seat theater with pro-

scenium stage equipped with a hemp and counterweight system for flying scenery and an electronic lighting control system. In addition, Memorial Hall contains a scene shop and, on the lower floor, a small open-stage theater for experimental work by students.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members consults with the director of theater to determine the program for each year, handle the finances and publicity of the club, and organize the production work. The Masque and Gown needs, as well as actors and playwrights, box-office and publicity men, directors, designers, builders, painters, electricians, property men, and costumers.

One of the most important activities of the club has been its encouragement of playwriting. For over forty years the Masque and Gown has sponsored an annual student-written one-act play contest, with cash prizes. Winners have later written full-length plays, fifteen of which have been produced on campus and four professionally in New York.

MUSIC

Bowdoin offers its students a variety of opportunities in music. Undergraduates participate in the Glee Club, College Chorale, Chamber Orchestra, Meddiebempsters, and chamber music ensembles. Student instrumentalists perform in informal repertory sessions and more formal concerts of solo and chamber music.

The Glee Club is a mixed ensemble chosen by audition. It concentrates on the performance of serious choral literature from the Renaissance to the present. Its activities include a Christmas carol concert, spring tour, and on-campus concerts. In recent years the Glee Club has performed in Williamsburg, Virginia, the National Cathedral, Washington, D. C., and in Boston's Old North Church.

The College Chorale, a large mixed chorus of students, faculty members, and townspeople, presents one major choral work with orchestra each semester. Past performances have included Stravinsky's *Symphony of Psalms,* Poulenc's *Gloria,* Mozart's *Vesperae Solennes,* and the Bach *B-minor Mass.*

The Meddiebempsters are a double quartet widely known through their European tours and concerts at other colleges. On several occasions they have performed on network radio and television and have appeared in New York's Town Hall.

Student instrumental ensembles, appearing in numerous concerts on the campus, have presented music by composers as diverse as Monteverdi, Corelli, Stockhausen, Gabrieli, Mozart, Terry Riley, and John Cage. Faculty performers also participate in these ensembles, offering two different series of con-

certs: those featuring a wide range of chamber music from past centuries, and the "Ears" series, specializing in mixed-media works of the avant-garde, incorporating electronics, film, slides, theater, and dance.

Contemporary music plays an important role in Bowdoin's musical life. Student composers often prepare performances of their own works in special concerts, using the services of student, faculty, and visiting instrumentalists. Many visiting composers appear on campus, often in conjunction with Bowdoin's Contemporary Music Festival. These have included Elliott Carter, Milton Babbitt, Virgil Thomson, George Crumb, William Albright, Morton Subotnick, and Ross Lee Finney. Bowdoin operates an electronic music studio with two synthesizers, tape decks, and mixing and editing facilities, used by students in the electronic music course and for independent study projects.

Bowdoin is also concerned with music composed before 1750 and has a fine collection of early instruments for student performance. Included are a number of recorders, krummhorns, cornetti, shawms, and rauschpfiefs. The collection also includes a single-manual Challis harpsichord, a dual-manual Clayton and Garrett harpsichord, and a dual-manual Broekman harpsichord being built expressly for Bowdoin. Early music is stressed in the department's choral activities as well.

Bowdoin has four organs on campus. There is a 1927 Austin organ in the Chapel, the gift of Cyrus H. K. Curtis; an Allen electronic organ, gift of the Class of 1909, in Pickard Theater; a Moller manual pipe organ, c. 1936, given by Marguerite Emilio Buxton and Robert Burns Buxton and located in Gibson Hall; and a 1975 tracker action Jeremy Cooper organ, gift of Chester William Cooke III '57, in the Gibson Hall recital room.

When an artist is invited to perform at Bowdoin, his visit often includes discussions with small groups of students, appearances in classes, and the reading of student compositions. The Curtis-Zimbalist Concert Series, established in 1964 and the principal program through which musicians are invited to perform at Bowdoin, has included the New York Pro Musica, the Festival Winds, the Elizabethan Dance Ensemble, the American Brass Quintet, and the New York Chamber Soloists.

Professional teachers are available to give instruction in voice, piano, and other instruments to those students who wish to continue their study of applied music. All students of applied music are also expected to participate in ensembles, and winners of the annual concerto competition perform with the Chamber Orchestra. The College provides practice rooms without charge. Instrumental and music lockers are available in Gibson Hall for a small fee.

The Bowdoin College Summer School of Music offers intensive training to talented young instrumentalists from all parts of the country. The Aeolian Chamber Players, resident faculty of the summer school, present recitals during July and August. In addition, the players have given the world premieres of works commissioned by Bowdoin at Contemporary Music Festivals. Sev-

eral of these works are published by the Bowdoin College Music Press, whose catalogue lists twenty-one works.

The Summer School of Music was founded in 1965 to give serious music students and advanced young instrumentalists an opportunity to develop as performers and musicians through a concentrated program of instrumental and chamber music lessons.

During the summer of 1976 enrollment was limited to about fifty students. Instruction was offered in violin, viola, cello, flute, clarinet, piano, and chamber music. Students were given the opportunity to perform in public at weekly recitals. Upon successfully completing the six-week course, students received one Bowdoin semester course academic credit, the equivalent of four hours, toward the bachelor of arts degree. The Aeolian Chamber Players also presented a series of weekly concerts.

Student Life and Activities

Bowdoin provides for its students a campus life which combines traditional features of the liberal arts college with modern facilities and programs that enrich the experience of undergraduate life. The curriculum offers formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership. The physical plant and equipment of the College have been considerably improved in recent years, and visitors are frequently impressed by the quality of these physical facilities, given the modest size of the student body. Along with the library, laboratories, art museum, visual arts center, concert and lecture halls, social center, infirmary, and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures, and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

Honor System: A student-initiated proposal, the Bowdoin Honor System was devised with the uniqueness of Bowdoin foremost in mind. As voted by the faculty and students, it places complete responsibility upon the individual student for integrity in all of his academic work, including the use of the library. During registration, each student signs a pledge signifying that he understands and agrees to abide by the Bowdoin College Honor System. In so doing, he is pledging himself neither to give nor to receive unacknowledged aid in any academic undertaking. Further, he is pledging himself, in the event that he witnesses a violation of the Honor System, to "take such action as he believes is consistent with his own sense of honor." Responsibility for instructing students about their obligations under the Honor System resides with the Student Judiciary Board which also conducts hearings and recommends action in the event of a reported violation. The constitution of the Honor System and other explanatory information are published in the Bowdoin College Student Handbook.

Social Code: A Bowdoin College Social Code developed by the cooperative efforts of students and faculty members governs undergraduate behavior on the campus. Each student is required to subscribe to the Social Code at registration just as he accepts the Honor Code.

Primary responsibility is placed upon each student for the conduct of his own life. However, the college environment inevitably demands social responsibility from every student. The introduction to the code states: "The

success of the Social Code requires the active commitment of all members of the community to the principles on which life at Bowdoin is based."

The responsibility to create a harmonious community among students with different backgrounds and conflicting private views of morality is given, in the first place, to the students. When conflicts arise between students, the code suggests that they be settled on the local level where they originate. Persistent and serious violations of this Social Code may be brought to the attention of the dean of students and eventually to the Student Judiciary Board for action.

Living and Dining Accommodations: The College provides living and dining accommodations for its students. Students have the option of requesting to live in coeducational or single-sex dormitories. Entering freshmen live in housing owned by the College. Those electing to join fraternities will, after the first few days, normally take their meals at the fraternity house; others dine at the Moulton Union or the Senior Center. Students who request and accept room accommodations in the fall are obligated to pay a full year's rent for those accommodations. Further, students who live in campus dormitories are required to hold a regular board bill with the Centralized Dining Service. Students living in College apartments are not required to take a regular board bill. The fraternity chapter houses furnish dining accommodations to their members and living accommodations for a large proportion of the sophomore and junior classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors).

Moulton Union: The Union is the community center of the College.

The main lounge, with its pleasant fireplace, is arranged for informal use as well as college gatherings: lectures, recitals, receptions, and banquets. The Lancaster Lounge, in the wing opposite the main lounge, and a smaller lounge add flexibility to the main floor area. Also on this floor are the scheduling and information desk and the campus telephone switchboard.

A large, self-service bookstore, which features a broad selection of paperbacks, is located in the southeast corner on the main floor and supplies textbooks and sundries to members of the College.

Extracurricular activities such as the Student Assembly, the Camera Club, WBOR, and the Student Work Bureau have offices in the Union. The Office of Career Counseling and Placement and the Counseling Service maintain offices on the second floor of the building.

On the lower floor, food service is provided in a variety of dining rooms with distinctive decor, where members and friends of the College may dine pleasantly for regular meals or between-meal snacks. One of the dining rooms serves as a banquet room for groups of less than one hundred. Also on this floor are game and television rooms, a darkroom, and a mail room.

The formulation of policies and the planning of the many-sided program of activities are the responsibility of the Moulton Union director assisted by the

assistant dean of students and the Student Union Committee, consisting of representatives of the Independents and each fraternity. By sponsoring concerts, art exhibitions, motion pictures, tournaments, and other entertainments, the committee contributes to the social life of the entire college community.

Fraternities: Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the sophomore and junior class members live "at the house," while freshmen and some seniors only dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and interfraternity athletic competition. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, and cooperation with the administration and the faculty advisers in promoting worthy social and educational goals.

Independents: Nearly half of the students at Bowdoin do not choose to join fraternities. They may take their meals at the Moulton Union or the Senior Center.

Student Assembly: The control of student life at Bowdoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Assembly, which makes recommendations about student affairs to the student body and to the faculty. In addition, the Student Assembly participates in the broader governance of the campus through representatives chosen by the assembly to sit on the various committees of the faculty and the Governing Boards.

Student Judiciary Board: The Student Judiciary Board is responsible for introducing new students to the Honor System and Social Code. It also sits in judgment on those accused of violations of the Honor System or breaches of the Social Code. Its decisions take the form of recommendations to the dean of students. The board comprises three seniors and two juniors, all elected by the Student Assembly.

Student Representatives to Committees of the Faculty and Governing Boards: Most of the committees of the faculty and Governing Boards have invited student representatives to sit with them in their deliberations. This rep-

resentation has facilitated the exchange of information and points of view between the various constituencies of the College.

Student Committee for the Senior Center: The elected officers of the senior class meet frequently with the director of the Senior Center to assist in program planning. This committee may be augmented by additional representatives of the class, as decided by the seniors at a meeting in the early part of the senior year.

Board of Proctors: The maintenance of order in the dormitories, the general comfort of dormitory residents, and informal peer counseling are the responsibility of the proctors, who are appointed by the dean of students.

Orient: *The Bowdoin Orient,* the college newspaper, is now in its 106th year of continuous publication. Opportunities for freshmen as "cub" reporters and for newcomers at the news desk continue as in the past, and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

Quill: The *Quill* is the college literary publication and is normally published once each semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

Interfraternity Council: The presidents of the fraternities meet regularly to discuss common problems and to review ways in which fraternities at Bowdoin may contribute more effectively to undergraduate life.

Bugle: The *Bugle* is the college yearbook.

Music: Music activities include the Meddiebempsters, an augmented double quartet; the Miscellania, the female counterpart to the Meddies; the Glee Club; the Chorale; the Bowdoin Marching Band; and the Chamber Orchestra.

Radio: In WBOR, "Bowdoin-on-Radio," the College has a well-equipped FM radio station as the result of a gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The student-operated station broadcasts daily when classes are in session. Positions as announcers, engineers, newsmen, and sportscasters are numerous and open to any student who has an FCC Third Class Permit with broadcast endorsement.

Masque and Gown: This college dramatic organization has for over sixty years provided undergraduates with opportunities to give practical expression to their interest in the theater. The Executive Committee hopes to continue

its policy of producing full-length and one-act plays written by students; the committee also plans to use various experimental production techniques. Under the direction of a member of the faculty and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in playwriting, scene design and construction, acting, and business management and publicity.

Outing Club: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and skiing.

White Key: This organization programs and supervises all intramural athletics.

Afro-American Society: Primarily to make the black student proud and aware of his heritage and, at the same time, to convey to the white community an understanding of that heritage by emphasizing black contributions to culture, the Afro-American Society was formed by students in 1968. The society is instrumental in the recruitment of black students and assists black freshmen in making the adjustment to college life. The activities of the society are concentrated in the Afro-American Center.

Voluntary Service Programs: A wide range of social service activities are undertaken by students. About 200 are currently involved and so the programs as a whole represent perhaps the largest single extracurricular activity. Their voluntary nature is their essential characteristic. Students participating in them receive no compensation or academic credit. Each of the major programs is coordinated by a student leader, and the smaller or individual activities are organized by the voluntary service programs coordinator.

Currently these activities include the Big Brother-Big Sister program, which provides companionship and activities for children of elementary and junior high school age; the Pineland Project of student assistance in a nearby state hospital for the mentally retarded; programs which seek to help the elderly and infirm in the region; a school tutoring program; and Bowdoin Undergraduate Teachers, which is of particular interest to those interested in a teaching career since it provides opportunities for direct participation in local school classrooms.

Religious Life: Religious activities at Bowdoin are controlled by the students. In recent years the Bowdoin Christian Association, the Newman Association, and the Bowdoin Jewish Association have been active. Each has planned activities appropriate to its membership. The Newman Association offers a weekly Folk Mass, operates a center which is open to students of all faiths, sponsors lectures, and presents an informal course in Catholic thought and teaching.

Career Counseling and Placement

The College offers assistance to students and graduates in solving their employment needs, both during their undergraduate courses and afterward. Opportunities for undergraduates to do part-time work at the College or in the community, or for information on certain summer employment openings, may usually be obtained through the Student Work Bureau or the Student Aid Office.

Students are encouraged to register early in their college career and to consult any member of the Career Counseling and Placement Committee.

Although the selection of a career must necessarily be left to the individual, the College administers and provides counseling on vocational interest testing; offers workshops to aid in career determination and on the basics of the job search; maintains a Career Resource Center, including occupational monographs and recent books on careers and companies; coordinates on-campus, informal career information sessions with recent alumni, enabling undergraduates to gain firsthand understanding of a variety of occupations and industries; coordinates the visits of graduate school representatives, industry recruiters and those interested in hiring future teachers; coordinates the Alumni Advisory Service, a network of nearly 100 alumni interested in assisting Bowdoin undergraduates and recent alumni in making contacts within the business world; strives to maintain updated information on alumni occupations.

Students planning to enter graduate school are urged to remain in close touch with the premedical school and prelaw school advisers, or the department chairman within the field of study that they plan to follow for a further degree.

The Career Counseling and Placement Office offers a dossier/reference service and retains a student's file for future reference. However, it is up to each student to recognize the importance of letters of recommendation and to secure an adequate number for his file.

Lectureships

The regular instruction of the College is supplemented each year by ten or twelve major lectures, in addition to lectures, panel discussions, and other presentations sponsored by the various departments of study and undergraduate organizations.

John Warren Achorn Lectureship: Established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life. (1928)

Charles R. Bennett Memorial Fund: Given by Mrs. Mary D. Bennett in memory of her husband, a member of the Class of 1907. The income is made available to the Department of Mathematics preferably for the purpose of meeting the expenses of a visiting mathematics lecturer. (1962)

Chemistry Lecture Fund: By vote of the Governing Boards the balance of a fund given for Department of Chemistry Lectures is used for special lectures in chemistry. (1939)

Dan E. Christie Memorial Fund: Established by family and friends in memory of Dan E. Christie, of the Class of 1937, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, it provides lectures under the sponsorship of the Department of Mathematics. (1976)

Annie Talbot Cole Lectureship: Given by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts." (1906)

The Elliott Oceanographic Fund: Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a life-long interest in science and the sea. The fund is to be used in support of oceanographic education, in its widest definition, for Bowdoin students. It is expected that at least part of the fund will be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971. (1973)

Alfred E. Golz Lectureship: Supported by an annual gift from Ronald A. Golz, of the Class of 1956, in memory of his father, it provides for an annual

lecture "by an eminent historian or humanitarian on any subject of general import to students of the liberal arts." (1970)

Mayhew Lecture Fund: This lectureship was founded by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry. (1923)

Charles Weston Pickard Lecture Fund: Given by John Coleman Pickard, of the Class of 1922, in memory of his grandfather, a member of the Class of 1857. Beginning with the academic year 1963-1964, and every four years thereafter, the income is used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media." (1961)

Edith Lansing Koon Sills Lecture Fund: Established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College. The fund is to be used to support lectures at the College. (1961)

The Jasper Jacob Stahl Lectureship in the Humanities: Established by the bequest of Jasper Jacob Stahl, of the Class of 1909, the annual income from this fund is "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany." (1970)

The Student Assembly Lectureship: This lectureship, an annual gift to the College from the Student Assembly, was established to provide a lecture on a topic of interest to students. (1958)

Tallman Lecture Fund: This fund was established with a gift of $100,000 by Frank G. Tallman, A.M. (Bowdoin, 1935), as a memorial to the Bowdoin members of his family. The income is to be expended annually upon a series of lectures to be delivered by persons selected by the faculty. In addition to offering a course for undergraduates, the Visiting Professor on the Tallman Foundation gives public lectures on the subject of special interest. (1928)

Prizes and Distinctions

The Bowdoin Prize: A fund, now amounting to $46,142, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 1973. Recipient of the award in 1973 was Leonard W. Cronkhite, Jr., M.D., LL.D., of the Class of 1941.

The Paul Kendall Niven, Jr., Memorial Fund: This fund, which currently amounts to $5,341, was established in memory of a member of the Class of 1946 who was a distinguished radio and television journalist. The accumulated income is to be awarded once in every four years to the television or radio news commentator or figure who during the preceding four years is judged to have done the most outstanding job of interpreting and presenting the news to the public. It is hoped that the recipient will present a public lecture at the College at the time of receiving the award. (1971)

UNDERGRADUATE PRIZES

Prizes in General Scholarship

Brooks-Nixon Prize Fund: A fund of $6,500 established by Percy Willis Brooks, of the Class of 1890, and Mary Marshall Brooks. The annual income is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Brown Memorial Scholarships: A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foundation, there will be paid annually the income of $1,000 to the best scholar in each undergraduate class who shall have graduated at the high school in Portland after having been a member thereof not less than one year. The awards are made by the City of Portland upon recommendation of the College. (1865)

Almon Goodwin Prize Fund: This fund of $1,778 was established by Mrs.

Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income is awarded to a Phi Beta Kappa man chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: A fund of $2,988 bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Leonard A. Pierce Memorial Prize: A prize, established by friends and associates, consisting of the income of a fund of $6,026. It is awarded annually to that member of the graduating class who is continuing his education in an accredited law school and who attained the highest scholastic average during his years in college. It is paid to the recipient on his enrollment in law school. (1960)

Departmental Prizes

Sue Winchell Burnett Music Prize: A prize consisting of the annual income of a fund of $1,639 established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett. It is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Class of 1875 Prize in American History: A prize consisting of the annual income of a fund of $6,759 established by William John Curtis, LL.D., of the Class of 1875, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Copeland-Gross Biology Prize: A prize from a fund of $317 named in honor of two former Josiah Little Professors of Natural Science, Manton Copeland and Alfred Otto Gross, Sc.D., is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Hannibal Hamlin Emery Latin Prize: A prize consisting of the annual income of a fund of $1,778 is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Fessenden Prize in Government: A prize of $25, the gift of Richard Dale, of the Class of 1954, is given by the Department of Government to that graduating senior who as a government major has made the greatest improve-

ment in his studies in government, who has been accepted for admission into either law or graduate school or has been accepted for employment in one of certain federal services, and who is a United States citizen. (1964)

Goodwin French Prize: A prize consisting of the annual income of a fund of $971 given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the best scholar in French. (1890)

Nathan Goold Prize: A prize consisting of the annual income of a fund of $3,850 established by Abba Goold Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

Edwin Herbert Hall Physics Prize: A prize, named in honor of Edwin Herbert Hall, LL.D., of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best sophomore scholar in the field of physics. The prize consists of the income of a fund amounting to $2,959. (1953)

Edward Sanford Hammond Mathematics Prize: The income of a fund amounting to $2,272 is used to purchase a book that is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Jefferson Davis Award: A prize consisting of the three-volume *Biography of Jefferson Davis* by Hudson Strode and the annual income of a fund of $8,672 is awarded to the student excelling in constitutional law. (1973)

Sumner Increase Kimball Prize: A prize consisting of the annual income of a fund of $4,182 established by Sumner Increase Kimball, Sc.D., of the Class of 1855, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Eaton Leith French Prize: The annual income of a fund of $2,586 is awarded to that member of the sophomore or junior class who, by his proficiency and scholarship, achieves outstanding results in the study of French literature. The prize was established in 1962 and endowed in 1966 by James M. Fawcett III, of the Class of 1958, to honor Eaton Leith, professor of Romance languages emeritus. (1962)

Noel C. Little Prize in Experimental Physics: A prize amounting to the income of a fund of $382 named in honor of Noel C. Little, Sc.D., of the Class of 1917, professor of physics emeritus, and Josiah Little Professor of

Natural Science Emeritus, to be awarded "to a graduating senior who has distinguished himself in experimental physics." (1968)

Charles Harold Livingston Honors Prize in French: The annual income of a fund of $1,515 is awarded to encourage independent scholarship in the form of honors theses in French. The fund was established by former students of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement. (1956)

Donald and Harriet S. Macomber Prize in Biology: A fund of $6,440 established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family—David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, and Steven J. Zottoli '69. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If in the opinion of the department in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

Philip Weston Meserve Fund: A prize consisting of the annual income of a fund of $904 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

Noyes Political Economy Prize: A prize consisting of the annual income of a fund of $1,778 established by Crosby Stuart Noyes, A.M. (Bowdoin, 1887), is awarded to the best scholar in political economy. (1897)

The Old Broad Bay Prizes in Reading German: The income from a fund of $1,549 given by Jasper J. Stahl, Litt.D., of the Class of 1909, and by others to be awarded to students who in the judgment of the department have profited especially from their instruction in German. The fund is established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, which is now Waldoboro. (1964)

Pray English Prize: A prize consisting of the annual income of a fund of $1,923 given by Thomas Jefferson Worcester Pray, M.D., of the Class of 1844, is awarded to the best scholar in English literature and original English composition. (1889)

Sewall Greek Prize: A prize of $25 from the income of a fund of $2,326 given by Jotham Bradbury Sewall, S.T.D., of the Class of 1848, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

Sewall Latin Prize: A prize of $25 from the income of a fund of $2,326

given by Professor Sewall is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

David Sewall Premium: A prize consisting of the annual income of a fund of $1,849 is awarded to a member of the freshman class for excellence in English composition. (1795)

Bertram Louis Smith, Jr., Prize: A fund of $6,064 established from the bequest of Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English literature. The annual income of this fund is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, it is awarded to a student majoring in English and performance of major work as well as record in courses is taken into consideration. (1925)

Smyth Mathematical Prize: A fund of $10,386, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor of Professor William Smyth. Three hundred dollars, the income of the fund, is given to that student in each sophomore class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the faculty may in its discretion order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time. (1876)

Lea Ruth Thumim Biblical Literature Prize: A prize consisting of the annual income of a fund of $1,302 given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Prizes in Debating and Speaking

Edgar Oakes Achorn Prize Fund: The income of this fund of $1,814 is distributed as prizes to the winning team in an annual debate between members of the freshman and sophomore classes. (1932)

Alexander Prize Fund: This fund of $2,223 was established by DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income for excellence in select declamation. Competition is open to freshmen, sophomores, and juniors. (1905)

Bradbury Debating Prize: The annual income on $3,066 of a fund of $7,664 given by James Ware Bradbury, LL.D., of the Class of 1825, is awarded for

excellence in debating. First team, two-thirds of the income; second team, one-third of the income. (1901)

Class of 1868 Prize: A prize supported from the income of a fund of $1,615 contributed by the Class of 1868, is awarded to the author of the second-best Commencement Part. (1868)

Hiland Lockwood Fairbanks Prize Fund: This fund of $3,563 was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son Hiland Lockwood Fairbanks, of the Class of 1895. Of the annual income one-half is awarded as a single prize for excellence in **English 4** and the remaining one-half, in a two-to-one ratio, is awarded as first and second prizes to the two outstanding students in **English 3.** (1909)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, a prize of $200 is awarded to the author of the best Commencement Part. (1882)

Wilmot Brookings Mitchell Debate Trophy: This trophy, presented by an anonymous donor, is to be inscribed annually with the winner of a competition among the undergraduate groups and awarded to that group which has won three annual competitions. (1953)

Stanley Plummer Prizes: The annual income of a fund of $1,577 established by Stanley Plummer, of the Class of 1867, is awarded to the two outstanding students in **English 5.** First and second prizes are awarded in a two-to-one ratio. (1919)

Essay Prizes

Philo Sherman Bennett Prize Fund: This fund of $899 was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to juniors and seniors. (1905)

Brown Composition Prizes: Two prizes from the annual income of a fund of $2,138 established by Philip Greely Brown, A.M., of the Class of 1877, in memory of Philip Henry Brown, Esq., A.M., of the Class of 1851, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

General R. H. Dunlap Prize: This fund of $5,275 was established by Katharine Wood Dunlap in memory of her husband, Robert H. Dunlap, Brigadier General, U.S.M.C. The annual income is to be awarded to the student who writes the best essay on the subject of "service." (1970)

Horace Lord Piper Prize: A prize consisting of the income of a fund of

$2,144 established by Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

Prizes in Creative Arts

Bowdoin Orient Prizes: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of *The Bowdoin Orient* staff who have made significant contributions to the *Orient* in the preceding volume. (1948)

Abraham Goldberg Prize: A prize of $10, from a bequest of Abraham Goldberg, is awarded annually to that member of the senior class who, in the opinion of a faculty committee of which the director of theater is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Hawthorne Prize: The income of a fund of $390 given in memory of Robert Peter Tristram Coffin, Litt.D., of the Class of 1915, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize: Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the sophomore, junior, and senior classes. (1903)

Masque and Gown Figurine: A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by him until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Cash prizes are awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Alice Merrill Mitchell Prize: A prize consisting of the annual income of a fund of $2,636, given by Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee of which the director of theater is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

Poetry Prize: The annual income of a fund of $436 is given each semester for the best poem on Bowdoin written by an undergraduate. (1926)

George H. Quinby Award: Established in honor of "Pat" Quinby, for

thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, the award is presented annually to the first-year member of Masque and Gown who makes an outstanding contribution through his interest and participation in Masque and Gown productions. The recipient is selected by the director of theater, the theater technician, and the president of Masque and Gown. The award consists of the income from a fund of $2,773. (1967)

Forbes Rickard, Jr., Poetry Prize: A prize consisting of the annual income of a fund of $812 given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

Mary B. Sinkinson Short Story Prize: A prize consisting of the annual income of a fund of $2,389 established by John Hudson Sinkinson, of the Class of 1902, in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Awards for Character and Leadership

Leslie A. Claff Track Trophy: A trophy presented by Leslie A. Claff, of the Class of 1926, to be awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the Dean, the Director of Athletics, and the Track Coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Francis S. Dane Baseball Trophy: A trophy presented to the College by friends and members of the family of Francis S. Dane, of the Class of 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the Dean of the College, the Director of Athletics, and the Coach of Baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

William J. Fraser Basketball Trophy: The William J. Fraser Basketball Trophy, presented by Harry G. Shulman, A.M. (Bowdoin 1971), in memory of William J. Fraser, of the Class of 1954, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the athletic director, and the dean of the College. (1969)

Andrew Allison Haldane Cup: A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of

1941, awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Lucien Howe Prize: A fund of $7,581, given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class who, during his college course, by example and influence has shown the highest qualities of gentlemanly conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Winslow R. Howland Football Trophy: A trophy presented to the College by his friends in memory of Winslow R. Howland, of the Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Elmer Longley Hutchinson Cup: A cup given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

Samuel A. Ladd Tennis Trophy: A trophy presented by Samuel Appleton Ladd, Jr., of the Class of 1929, and Samuel Appleton Ladd III, of the Class of 1963, awarded to a member of the varsity team who during the year by his sportsmanship, cooperative spirit, and character has done the most for tennis at Bowdoin. The award winner's name is to be inscribed on the trophy. (1969)

George Levine Memorial Soccer Trophy: A trophy presented by Lieutenant Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Robert B. Miller Trophy: A trophy, given by former Bowdoin swimmers, in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Hugh Munro, Jr., Memorial Trophy: A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D., dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Col. William Henry Owen Premium: An award of the income of a fund of $990 established by Frederick Wooster Owen, M.D., in memory of his brother, a member of the Class of 1851, is awarded at commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

Wallace C. Philoon Trophy: Given by Wallace Copeland Philoon, M.S., Major General, U.S.A., of the Class of 1905, this trophy is awarded each year to a nonletter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Reid Squash Trophy: Established in 1975 by William K. Simonton, of the Class of 1943, to be awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of the College.

Franklin Delano Roosevelt Cup: A cup, furnished by the Bowdoin chapter of Alpha Delta Phi Fraternity, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient will be elected by a vote of the coach, the athletic director, and the dean of the College. (1969)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. (Bowdoin 1971), in honor of his wife, this trophy is awarded annually to the outstanding

woman athlete. The recipient will be selected by the director of athletics and the dean of the College. (1975)

Paul Tiemer, Jr., Men's Lacrosse Trophy: Given by Paul Tiemer, of the Class of 1928, in memory of his son Paul Tiemer, Jr., this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is to be selected by the varsity lacrosse coach, the director of athletics and the dean of the College. (1976)

Prizes in Extracurricular Activities and Scholarship

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or nonfraternity) of which the recipient is a member. (1947)

Orren Chalmer Hormell Cup: A cup, given by the Sigma Nu Fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government Emeritus, is awarded each year to a sophomore who, as a freshman, competed in freshman athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all of the cup winners is kept on display. (1949)

Roliston G. Woodbury Memorial Award: Established in 1963 as the Roliston G. Woodbury Award by the Textile Veterans Association to honor the contributions of Roliston G. Woodbury, of the Class of 1922 and a member of the Board of Overseers, to the textile industry, it was renamed the Roliston G. Woodbury Memorial Award following his death in 1968. The annual award consists of a $50 U. S. Savings Bond and a bronze medallion and is awarded to a student on the basis of scholarship, leadership, and extracurricular activities. (1963)

Military Prizes

General Philoon Trophy: A cup given by Wallace Copeland Philoon, M.S., Major General, U.S.A., of the Class of 1905, is awarded each autumn to that member of the senior class who has made the best record at the summer camp of the ROTC. (1951)

Pershing-Presnell Sword: A sword presented in honor of General John J.

Pershing to Major John Finzer Presnell, Jr. '36, as the First Captain of the Class of 1940 at the United States Military Academy. Following the death of Major Presnell in the Second World War, his parents gave the sword to Bowdoin College. The Pershing-Presnell Sword is assigned to the Cadet Commander of the Bowdoin College Reserve Officers' Training Corps Unit, and the shield bearing the sword is inscribed with his name. (1951)

Miscellaneous Prize

Abraxas Award: A plaque is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their freshman year. This award was established by the Abraxas Society. (1915)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825.

Election is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Elections may be held twice a year—in February and June. Candidates must have completed twenty-four semester units for college credit.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two semesters' work. To be named a James Bowdoin Scholar a student must obtain three-quarters Honor grades including one-quarter High Honor grades with two grades of High Honor in addition to balance each grade of Pass, all to be computed cumulatively.

A book, bearing a replica of the early college bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every undergraduate who has carried a full course program and has received a grade of High Honors in each of his courses during the last academic year.

FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately $281,726 was established by Charles Austin Cary, LL.D., of the Class of 1910. The income from the fund

is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the Faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary and amounting to $21,449, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty.

SUMNER TUCKER PIKE FUND

This fund, amounting to $1,554, was established by an anonymous donor in 1966 in recognition of the many significant services to the country and to the College of Sumner T. Pike, LL.D., of the Class of 1913. The principal and/or income of this fund is to be applied at the discretion of the president of Bowdoin College, with preference given to support of research and/or publications of studies in the social sciences (including history).

UNDERGRADUATE RESEARCH ASSISTANCE

Surdna Foundation Undergraduate Research Fellowship Program

An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship program in recognition of two gifts of the Surdna Foundation. The income from a fund of $216,608, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend man's knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Surdna Fellowship does not preclude working for Honors and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

Alfred O. Gross Fund

This fund of $7,810, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be used for such projects as research on Kent Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

Fritz C. A. Koelln Research Fund

This fund, which amounts to $763, was established in 1972 by John A. Gibbons, Jr., of the Class of 1964, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages Emeritus, who was an active member of the Bowdoin faculty from 1929 until 1971. A maximum grant of $250 may be awarded annually to a faculty-student research team to support an interdisciplinary research project. At the discretion of the granting committee, the award may be to defray travel and research expenses, to purchase books and equipment, to pay costs of publishing research results, as a direct stipend to the students or any combination of the above. In no case shall the award take the form of a direct stipend to the faculty member.

Edward E. Langbein Summer Research Grant

An annual gift of the Bowdoin Family Association is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work. Formerly the Bowdoin Fathers Association Fund, the grant was renamed in 1970 in memory of a former president and secretary of the association.

UNDERGRADUATE INTERNSHIPS

Earle S. Thompson Student Fund

A fund of $27,406 given in 1967 in honor of Earle S. Thompson, LL.D., of the Class of 1914, to provide administrative internships for seniors in Bowdoin's Senior Center Program.

Research, Educational, and Conference Facilities

BOWDOIN SCIENTIFIC STATION

The College maintains a field station at Kent Island, off Grand Manan, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct field work on biological problems. Kent Island, containing about two hundred acres and several buildings, was presented to the College in 1935 by John Sterling Rockefeller. Charles E. Huntington, professor of biology, is the director of the station.

This valuable scientific resource of the College is a major seabird breeding ground and the home of various land birds. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The terrestrial habitats, including spruce woods, bogs, and meadows, are surprisingly varied for an island of this size.

No formal courses are offered at the station, but students from Bowdoin and other institutions are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved work at the station is acceptable for credit as independent study. Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund (see page 235).

Faculty members and graduate students from other institutions have often used the facilities of the station in their research. They have helped the undergraduate members of the station through informal instruction and as examples of experienced investigators at work.

Field trips of short duration to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

BRECKINRIDGE PUBLIC AFFAIRS CENTER

The Breckinridge Public Affairs Center was given to Bowdoin in 1974 by Mr. and Mrs. Jefferson Patterson of St. Leonard, Maryland, and Washington, D. C. Situated on a twenty-three-acre estate on the York River in southern Maine, the center includes a twenty-five room main house, a formal garden, playhouse, gymnasium, tennis court, loggia, and large circular swimming pool. Built in the French tradition with capped chimneys, hipped dormers, and a mansard roof about the portico, the main house was designed by Guy Lowell in 1905 and reconstructed in 1927 following a fire. Among the many

stunning and harmonious furnishings in the house are sixteenth-century Italian hangings, an eighteenth-century French tapestry, and a rectangular dining room table, the top of which was carved from a single block of veined Italian marble. Paintings in the drawing room include a Sully portrait of former Princeton President Samuel Stanhope Smith and a Jouett portrait of Mrs. John Breckinridge, both ancestors of Mrs. Patterson.

Bowdoin uses the center, which was dedicated to the memory of members of Mrs. Patterson's family, for a variety of educational and cultural programs such as seminars, workshops, institutes, lectures, concerts, forums, and conferences. Many of the programs are shared with residents of York and surrounding communities.

PUBLIC AFFAIRS RESEARCH CENTER

The Public Affairs Research Center was established in September 1966 through the merger of the Bureau for Research in Municipal Government (established in 1914) and the Center for Economic Research (established in 1958). A full-time professional staff enables the center to carry on a program of identification, preparation, and administration of research investigations dealing generally with economic conditions, community government, regional development, and public administration. These activities are financed through research contracts with government and business organizations, as well as through the assistance of foundation grants and contributions from business firms and individuals.

In addition to special research reports, the center edits the *Maine Business Indicators* for the Maine National Bank. They contain widely used economic analyses as well as the monthly Maine Business Index. Monographs dealing with various aspects of government activity in Maine—the Government Research Series—are also available through the center. As an established 1970 Census Summary Tape Processing Center, PARC has already analyzed and printed a great quantity of census data for public and private organizations.

Within this general framework PARC exercises a unique role in Maine as a research and information center. In addition to the formal studies, the staff of the center is available to answer specific requests for information about socio-economic conditions in Maine that are of concern to business firms, government officials, or other organizations and individuals. An informal advisory group to the center is composed of chairmen of the Departments of Economics, Government, and Sociology of Bowdoin College who, by virtue of their experience and interest, can assist in the development and execution of the research program of the center. Students are encouraged to participate in projects of the center and to utilize its library.

The offices of the Public Affairs Research Center are located on the first floor of Hubbard Hall. Here also is the center's library of books, reports, and periodicals covering its fields of interest. This library, supplemented by the

regular collection in the Hawthorne-Longfellow Library, is available for consultation and along with the facilities of the Bowdoin Computing Center provides the basis for answering requests for specific information. Inquiries should be directed to the Public Affairs Research Center, Bowdoin College, Brunswick, Maine 04011.

TRIGOM

Bowdoin is a charter member of the Research Institute of the Gulf of Maine (TRIGOM), a nonprofit corporation established as a consortium to carry out research and education projects related to oceanography. The projects which TRIGOM executes occasionally involve Bowdoin faculty members and students as well as the College's physical facilities.

Physical space has been provided by the Southern Maine Vocational-Technical Institute. Staffing, including the position of executive director, has been made possible through legislative appropriations. Various research and educational projects are funded by grants from individuals, businesses, and government agencies.

An important aspect of TRIGOM's education effort is a special summer course in marine science for undergraduates. It is hoped that this course will grow into a full-fledged summer marine institute.

Other academic members of TRIGOM are Bates College, Colby College, Cornell University, University of Maine at Orono, University of Maine at Portland-Gorham, Nasson College, St. Francis College, the Maine Maritime Academy, and the Southern Maine Vocational-Technical Institute.

WCBB-TV

WCBB-TV, a public television station which serves southern Maine, is licensed to the Colby-Bates-Bowdoin Educational Telecasting Corporation, formed by the three colleges in 1961. At the time of its founding it was the first educational television station in Maine, the third in New England, and the sixth in the nation. Supported in large part by gifts from its viewing audience, WCBB-TV works in close cooperation with the state-supported members of the Maine Public Broadcasting System to bring in-school and home-study courses to students in its viewing area. In addition, the station is affiliated with the Eastern Educational Television Network and the National Association of Educational Broadcasters and presents programs on public affairs, drama, music, and art to a viewing audience estimated at a half million.

Degrees Conferred in June 1976

BACHELOR OF ARTS

Sprague Ackley
Steven Mark Alexander
Andrew David Alisberg
Michael John Allan
Edward S. Allen
Robert John Allen
Richard Scott Alsterda
Gary Edward Anderson '75
Julia Logan Anderson
Thomas Hiram Andrews '75
James Dennis Appleton
Jane Curtis Arlander '75
Julián Edgardo Armstrong-Cintrón
Jane Rogers Arnold
Robin Whitney Ashley
David Richard Austin
Howard Edward Averback
David Bent Barker, Jr.
Barbara Ann Bascom
Steven Jay Bash
Charles Willard Bass
Peter Ward Benoit
Peter Michael Bing
David Birnbaum '75
Scott T. Blackburn
James Dean Blanchard
Peter John Blodgett
Deborah Lynn Boe
Jef Daniel Boeke
Paul Joseph Bolster
Robert Paul Bondaryk
Ronald Booker
Charles Timothy Stinson Bouchard
John Edward Bowman
Steven Frederick Boyce
Mark Winston Braithwaite
Alison M. Brent
Henry Platt Bristol II
Glenn Arthur Brodie
Douglas Lewis Brown
Jerry Wayne Bryant
Michael Brett Buckley
George Allen Buffum, Jr.
Edward John Burke
Margaret Mary Burns
Lesley Bush-Brown
Benjamin Sherman Butcher
Henry Joseph Butler
David Mark Caras '75
Frederick Joseph Carey
Lawrence John Carlson
Megan Margaret Carmichael
Amy Hawthorne Carney
Daniel Edgar Carpenter
Donald Edson Caton, Jr. '75
Thomas Reeve Chauncey
John Darrell Chesterton
Richard Bryan Cindrich
William Merritt Clark
Daniel Hirsh Cline
Marjorie Althea Cole
Nancy Elizabeth Collins
Alison Cooper
Peter David Cooper
Alan Franklin Corin
J. Taylor Crandall
Kent Alan Creamer
Richard Malcolm Crew
John Rickey Cross
Charles Bradley Cummings
Allen Elmer Curtis '75
Michele Gail Cyr
Joseph Ignatius Dalton
David Douglas Daniels III

David Hari Das
William Goldie Davies III
Donna Diann Davis
Richard James Delaney
Thomas Mark DeLois
Stephen Alfred DeMaio
Thomas Angelo DeMaria
Richard Jordan Denison, Jr.
David Augustus Dickson II
Peter Frank Drake
Robert George Duerr, Jr. '75
Elizabeth Lynne Duffy
Linda Jean Durfee
David Earley
John E. Ecklund, Jr.
George Washington Elland, Jr. '74
Robert Mitchell Emmons, Jr.
John Eric Erickson
Robert David Evans
James Lawrence Farrar, Jr.
James Patrick Fecteau
Michael Christopher Fiore
James Joseph Fitzpatrick III
Robert John Flaherty
Thomas Michael Formica
Alan Marc Freedman
Christine Marie Freme
Daniel Mark Friend '75
Timothy Cobb Fuller
John Joseph Gallagher, Jr.
Katherine Alford Garrett
Malcolm Warren Gauld
Brooks Ware Geiken
Sumner Gerard III
Thomas Earl Getchell
Timothy Paul Gibson '75
Shaun Patrick Gilmore
Thomas Suffern Tailer Gimbel
Ruth Ann Glassman
Joanne Sue Golden
David Michael Goldenberg
Philip Robinson Goodwin
Leo Thomas Goon
Lilli Ann Gordon
Philippa Ruth Gordon '75
Jacquelin Amber Gorman
Kenneth Lloyd Grant
Elizabeth Weld Graves
Jo Anne Greene '75
Martha Elizabeth Greene
Philip Lawrence Gregory, Jr.
Thomas Williams Griffin
Thomas Joseph Gross
Peter John Grua
David Gruenbaum '75
Howard Mark Haimes
John Edward Hampton
Sean Thomas Hanley
Robert William Hannum, Jr. '75
David Sumner Hansel
Claudia Ann Hanson
Jeffrey Laird Harding
Daniel Patrick Harrigan
Laura Christy Harrington
Andrew DeJarnette Hart III
Alton Davis Hartwell
Robert Eldon Harvey
George Fotios Hasiotis
William Foley Hauserman, Jr.
Edward Joseph Heine III
Morretta Harriet Henderson
Christopher Roger Hermann '75
David Bigelow Herter
Milton Thomas Herzig
Barbara Jean Hill
Michael Albert Hill
Gail Elizabeth Hines
Betty Anne Hoehn
Kenneth Parton Hollis
Sally Elizabeth Homer
Daniel Francis Horton, Jr. '75
Linda Jean Horvitz
Stanley Kimball Houston
Anne Margaret Ireland
James Arthur Irish
William Sargent Janes

Alexander Jannis '75
John Rogers Jewitt III
Julie Ann Johnson
Karen Natalie Johnson
Karl Gustaf Johnson
Richard Paul Johnson
Robert David Jones, Jr. '68
Frank Maurice Kelcz
Douglas Lawrence Kennedy
Stephen Royce Kent
James William Kilcommons
Mark Elliott Killion
Robert Richard Kilroy
Jay Frank Kimball, Jr.
Jo Ann Kirk
Jeffrey Stuart Klenk
Barbara Kligerman
Howard Marc Knoff
Bernard Carl Kohler, Jr.
Ron Rieger Kopito
Luanne Krystyniak
Dana Jon Laliberte
William Converse Lambert
Jane D. Lanphear
Joseph Ernest LaPann
William Thomas Larson
David John Larsson
Martha I. Lask
Austin Felix Leach
Richard Vincent Leavitt
Martin H. Lee
Debra Lisa Levin
Mark Stuart Levine
Mark Elwood Lincicome '75
Peter Hardie Lind '75
Lawrence Benjamin Lindsey
Thomas Arthur Little
John Douglas Littlehale
John Urquhart Lord
Laura Simpkins Lorenz
Leonard Lothstein
Mamie Lum
Jeffrey Scott McCallum
Katharine Winston McKee
Patrick Joseph McManus
Kenneth Michael Madrid
Stephen Paul Maidman
Christopher Mark Malany
Mark Kent Malconian
Christine Felice Marciniak
Richard Paul Martel
William Lloyd Marx
Peter Randall Mason
Philip Anthony Melfa
Michael John Merolla
Mark Allan Micali
Julia Mary Miller
Michael Leo Millman
Andrew William Mitrusi
James Francis Molleur
Brian William Moody '75
Stephen Robinson Moore '75
Paul Gordon Most
Margaret Jude Mullin
Thomas Francis Murphy, Jr.
Vincent Thomas Muscarella
Sam Manseur Nawfel
Eric Bruce Nilsson
Kanu Chimere Obioha
Patricia Ann O'Brien
Mary Genevieve O'Connell
Brian Patrick O'Donnell
Mark Stephen O'Keefe
Destry Oldham
Chinwuba Chinweoñu Onejeme
Jeffrey William Oppenheim
Therese Elizabeth OToole
Samuel Orji Nduka Otuechere
William Aurelius Owen III
Paul Gerard Paget, Jr.
Sara Catherine Palevsky
Curline Lorita Parker
David Rockwell Parker
Stewart Eugene Pattison
Erik William Pearson
William McElwain Perry

Jeffrey Ward Peterson
Joan Elizabeth Phalen
James Madigan Pierce
Martin Paul Podmayer
Jane Lyon Potter
Steven Andrew Potter
Cheryl Lee Prescott
Adrienne Elaine Price
Robert Alan Princenthal
Edward Allen Pullen
Robert Paul Quirk
Michael Peter Rebic
John Francis Reilly
Richard Stephen Rendall
José Luis Ribas
Patricia Gwin Rice
Elizabeth Sarah Richardson
Cheryl Elizabeth Ring
Stephen Dix Robinson
Katharine Berkeley Rodgers
Catherine Prescott Rogers '75
Janet Lynds Rosa
Jane Roundy
Robert Gammell Rowe III
Susan Arlene Roy
David Francis Ruccio
Larisa Rudenko
Bruce Calvin Rudy
Jeffrey Martin Sanborn
David Carl Sandahl
David Bruce Sargent
Lawrence Richard Sawyer '75
Annelisa Schneider
Karen L. Schroeder
Jefferson MacDonald Scott
Jane Ryan Seagrave
Andrew Eric Shacknove '75
Robert Howard Shaer
Christopher Robertson Sherwood
Robin Livingston Shiras
D. Ellen Shuman
Harper Sibley
Susan Sillcox
Clarence George Simmons III '75
William Scott Simonton
Debra Graham Sistare
Margaret Slajchert
Alan Slavin
Kenneth Wayne Slutsky
Edward Charles Small
Daniel Mark Snow
Walter Gybbon Spilsbury, Jr.
John Andrew Stamp
Thomas Neil Stanziola, Jr.
Susan Caleb Stearns
Peter Arnold Stebinger
Catherine Ann Steiner
Ralph Gustav Steinhardt III
Bradford Potter Stevens
David Bruce Stockwood
George Tatham Strakosch, Jr.
Thomas Marshall Sturtevant
Thomas Edward Sullivan
Richard Todd Swann
Frank Michael Swiek
Donald Paul Tarr '75
Roderick Lynzel Taswell '73
Joyce Karen Tewksbury
Nicholas Lee Thompson
Wendy Jane Tillotson
David T. Totman
Joseph Igoe Tracy
Elizabeth Trechsel
Thomas John Tsagarakis
Carla Elizabeth Valentine
Frederick Charles Van Bennekom
Jon Parker Van Hoogenstyn
Leslie Eugene Vaughn
Scott Vinall '75
David Carroll Warner
David Earl Warren
Amy Edith Waterman
Deborah Adair Waugh
Betty Ann Nielaurie Webb
Michael Lee Whitcomb
Douglas Goddard White

Laura Wigglesworth
Vanessa Williams
Jeffrey Dirk Wilson
R. Henderson Wiltshire
Gordon DuFour Winchell, Jr.
Paul Winsor IV
Christopher Wolf
Paul Davis Wolff
Elizabeth Christian Woodcock
Ruth V. Wyman

RECIPIENTS OF HONORARY DEGREES

Frank Caradoc Evans 1910
Doctor of Laws

George Thomas Davidson, Jr. 1938
Doctor of Education

Sister Lucy Anne Poulin
Doctor of Sacred Theology

Max Beloff
Doctor of Literature

Walter Frank Whittier 1927
Doctor of Laws

Appointments, Prizes, and Awards

PHI BETA KAPPA ELECTIONS

Class of 1976

Robert John Allen
Julia Logan Anderson
David Richard Austin
Peter Michael Bing
Jef Daniel Boeke
Robert Paul Bondaryk
Alison M. Brent
Henry Joseph Butler
Alan Franklin Corin
Richard Malcolm Crew
Michele Gail Cyr
David Augustus Dickson II
Sumner Gerard III
Alton Davis Hartwell
Christopher Roger Hermann '75
Barbara Jean Hill
Jane D. Lanphear
Lawrence Benjamin Lindsey
Katharine Winston McKee
Stephen Paul Maidman
Christopher Mark Malany
William Lloyd Marx
Cheryl Lee Prescott
Jane Roundy
Robert Gammell Rowe III
David Francis Ruccio
David Bruce Sargent
Karen L. Schroeder
Harper Sibley
Daniel Mark Snow
Ralph Gustav Steinhardt III
David Earl Warren

HONORARY APPOINTMENTS

Summa Cum Laude

Julia Logan Anderson
Jef Daniel Boeke
Alan Franklin Corin
Richard Malcolm Crew
David Augustus Dickson II
Christopher Roger Hermann '75
Jane D. Lanphear
Katharine Winston McKee
Stephen Paul Maidman
Christopher Mark Malany
Cheryl Lee Prescott
Robert Gammell Rowe III
David Francis Ruccio
Karen L. Schroeder
Andrew Eric Shacknove '75
Harper Sibley
Daniel Mark Snow
Ralph Gustav Steinhardt III
David Earl Warren

Magna Cum Laude

Robert John Allen
David Richard Austin
Peter Michael Bing
James Dean Blanchard
Robert Paul Bondaryk
Alison M. Brent
Henry Joseph Butler
Daniel Edgar Carpenter

Marjorie Althea Cole
J. Taylor Crandall
Michele Gail Cyr
David Hari Das
William Goldie Davies III
John Eric Erickson
James Patrick Fecteau
Michael Christopher Fiore
John Joseph Gallagher, Jr.
Sumner Gerard III
Thomas Earl Getchell
Shaun Patrick Gilmore
Joanne Sue Golden
Lilli Ann Gordon
Jacquelin Ambler Gorman
Martha Elizabeth Greene
Philip Lawrence Gregory, Jr.
Thomas Williams Griffin
Thomas Joseph Gross
John Edward Hampton
Robert William Hannum, Jr. '75
Alton Davis Hartwell
Barbara Jean Hill
Linda Jean Horvitz
Douglas Lawrence Kennedy
Jeffrey Stuart Klenk
Barbara Kligerman
Martha I. Lask
Debra Lisa Levin
Lawrence Benjamin Lindsey
Thomas Arthur Little
William Lloyd Marx
James Francis Molleur
Thomas Francis Murphy, Jr.
Eric Bruce Nilsson
Brian Patrick O'Donnell
Chinwuba Chinweoñu Onejeme
Curline Lorita Parker
Erik William Pearson
Jeffrey Ward Peterson
Joan Elizabeth Phalen
Edward Allen Pullen
Jane Roundy
David Carl Sandahl
David Bruce Sargent
D. Ellen Shuman
Kenneth Wayne Slutsky
Walter Gybbon Spilsbury, Jr.
Richard Todd Swann
Frank Michael Swiek
Elizabeth Trechsel
Deborah Adair Waugh
Michael Lee Whitcomb
Elizabeth Christian Woodcock

Cum Laude

Jane Curtis Arlander '75
Julián Edgardo Armstrong-Cintrón
Howard Edward Averback
Peter John Blodgett
Deborah Lynn Boe
Glenn Arthur Brodie
Michael Brett Buckley
Megan Margaret Carmichael
Donald Edson Caton, Jr. '75
Richard Bryan Cindrich
Daniel Hirsh Cline
Nancy Elizabeth Collins
Kent Alan Creamer
John Rickey Cross
Donna Diann Davis
Linda Jean Durfee
Laura Christy Harrington
Milton Thomas Herzig
Gail Elizabeth Hines
Kenneth Parton Hollis
Alexander Jannis '75
Karl Gustaf Johnson
Richard Paul Johnson
Frank Maurice Kelcz
Jay Frank Kimball, Jr.
Howard Marc Knoff
Ron Rieger Kopito
Luanne Krystyniak

William Converse Lambert
David John Larsson
Mark Elwood Lincicome '75
Christine Felice Marciniak
Paul Gordon Most
Margaret Jude Mullin
Jeffrey William Oppenheim
William McElwain Perry
Robert Alan Princenthal
John Francis Reilly
Patricia Gwin Rice
Stephen Dix Robinson
Catherine Prescott Rogers '75
Lawrence Richard Sawyer '75
Annelisa Schneider
Jane Ryan Seagrave
Robert Howard Shaer
Susan Sillcox
Alan Slavin
David Bruce Stockwood
Carla Elizabeth Valentine
Amy Edith Waterman
Laura Wigglesworth
Gordon DuFour Winchell, Jr.
Christopher Wolf

HONORS IN SUBJECTS

Art History: *Honors,* John Edward Hampton, Linda Jean Horvitz.

Biochemistry: *Highest Honors,* Jef Daniel Boeke.
Honors, Michele Gail Cyr, Cheryl Lee Prescott.

Biology: *Highest Honors,* Alison M. Brent.
High Honors, Mark Kent Malconian.
Honors, Robert Paul Bondaryk, Michael Lee Whitcomb.

Chemistry: *Highest Honors,* Jane D. Lanphear.
Honors, Erik William Pearson, Edward Allen Pullen, Paul Winsor IV.

Creative Visual Arts: *High Honors,* Robert William Hannum, Jr. '75.

Economics: *High Honors,* Alton Davis Hartwell, David Francis Ruccio, Karen L. Schroeder.
Honors, Andrew David Alisberg, Martha Elizabeth Greene, Kenneth Parton Hollis, Stephen Dix Robinson, David Carl Sandahl.

English: *High Honors,* Philip Lawrence Gregory, Jr., William Lloyd Marx.
Honors, Laura Christy Harrington, Elizabeth Trechsel.

German: *Highest Honors,* Christopher Roger Hermann '75, Steven Andrew Potter.
High Honors, Karl Gustaf Johnson, Jeffrey Dirk Wilson.

Government: *Honors,* Philip Lawrence Gregory, Jr., Michael Peter Rebic.

History: *Highest Honors,* Christopher Mark Malany, Elizabeth Christian Woodcock.

High Honors, Peter John Blodgett, David Hari Das, Douglas Lawrence Kennedy, Andrew Eric Shacknove '75.
Honors, Daniel Edgar Carpenter, Elizabeth Weld Graves, John Edward Hampton, David John Larsson, Mark Elwood Lincicome '75, Robert Gammell Rowe III, Frank Michael Swiek.

Mathematics: *Highest Honors,* Richard Malcolm Crew.
Honors, Alan Marc Freedman.

Music: *Highest Honors,* William Aurelius Owen III.
Honors, Martin Paul Podmayer.

Philosophy: *Honors,* Harper Sibley.

Physics: *Honors,* Sprague Ackley.

Psychology: *High Honors,* Patricia Ann O'Brien, William McElwain Perry.
Honors, Robert Paul Bondaryk, Michael Christopher Fiore, Destry Oldham, Robert Gammell Rowe III.

Romance Languages: *High Honors,* John Edward Bowman, Brooks Ware Geiken.
Honors, Milton Thomas Herzig.

Sociology: *High Honors,* Robert John Allen.

Sociology-Anthropology: *High Honors,* John Rickey Cross.

AWARDS

Class of 1922 Graduate Scholarship: David Richard Austin.

Charles Carroll Everett Scholarship: Karen L. Schroeder.

Timothy and Linn Hayes Graduate Scholarship: Joanne Sue Golden.

Guy Charles Howard Scholarship: Stephen Paul Maidman.

Henry W. Longfellow Graduate Scholarship: Peter Michael Bing.

Henry Luce Foundation Scholar: Ralph Gustav Steinhardt III.

Wilmot Brookings Mitchell Graduate Scholarships: Alvin Darnell Hall '74, William Lloyd Marx, Alex George Haupt Smith '75.

Galen C. Moses Graduate Scholarship: Frederick Joseph Carey.

O'Brien Graduate Scholarships: Henry Joseph Butler, John Rickey Cross, Robert Allen Jackson '74, Douglas Lawrence Kennedy, Jeffrey Dirk Wilson.

Robinson-Davis Fund Scholarships: Thomas Edgar Carbonneau '72, Joseph Gerald Donahue '74, John David Duncan '75, Thomas Earl Getchell, Robert Allen Isaacson '75, Francis Marion Jackson '74, Daniel Mark Snow, David Earl Warren.

Nathan Webb Research Scholarship in English or English Literature: Mark Allan Lindquist '74, Priscilla Marian Paton '74.

Brown Memorial Scholarships: David Earl Warren, Robert Harold Laing '77, John Stewart Reuter '78, Linda McGorrill '79.

Fulbright-Hays Scholarships: Roy William Heckel III '73, Mark Elwood Lincicome '75, William Aurelius Owen III.

Watson Fellowships: Jef Daniel Boeke, Patricia Ann O'Brien, David Francis Ruccio.

Alternate Commencement Speaker: Chinwuba Chinweoñu Onejeme.

Goodwin Commencement Prize: David John Larsson.

Class of 1868 Prize: Nancy Elizabeth Collins.

Brooks-Nixon Prize: Daniel Mark Snow.

Almon Goodwin Phi Beta Kappa Prize: Ralph Gustav Steinhardt III.

George Wood MacArthur Prize: Jef Daniel Boeke.

Leonard A. Pierce Memorial Prize: Ralph Gustav Steinhardt III.

Andrew Allison Haldane Cup: William Merritt Clark.

Lucien Howe Prize: Daniel Mark Snow.

Col. William Henry Owen Premium: Margaret Mary Burns.

Franklin Delano Roosevelt Cup: Charles Arthur Walkinshaw '78.

Class Marshal: Eric Bruce Nilsson.

Lea Ruth Thumim Biblical Literature Prize: Stewart Eugene Pattison.

Copeland-Gross Biology Prize: Cheryl Elizabeth Ring, Michael Christopher Fiore.

Donald and Harriet S. Macomber Prize in Biology: Jef Daniel Boeke.

American Chemical Society—Undergraduate Award in Analytical Chemistry: Carol Creighton Blackburn '77.

American Institute of Chemists Award: Jane D. Lanphear.

Merck Index Award: Alan Franklin Corin.

Philip W. Meserve Prize in Chemistry: Ann Emery Butler '77.

William Campbell Root Award: Julián Edgardo Armstrong-Cintrón.

Nathan Goold Classics Prize: Peter Michael Bing.

Noyes Political Economy Prize: Lawrence Benjamin Lindsey, David Francis Ruccio, Karen L. Schroeder.

Academy of American Poets' Prize: Richard Lewis McHenry '77.

Brown Composition Prizes: 1st: Philippa Ruth Gordon '75, 2nd: Jane Ryan Seagrave.

Hawthorne Prize: Helen Eyre Coxe '77.

Horace Lord Piper Prize: Mark Steven Bergman '78.

Poetry Prize: Alexander Hartley Platt '77.

Pray English Prize: William Lloyd Marx.

Forbes Rickard, Jr., Poetry Prize: Philip Lawrence Gregory, Jr.

David Sewall Premium: Peter Milton Ward '79.

Mary B. Sinkinson Short Story Prize: Philippa Ruth Gordon '75.

Bertram Louis Smith, Jr., Prize in English Literature: Stephen John Dickey '77.

Hiland Lockwood Fairbanks Prizes in Public Speaking: (English 3) 1st: Larry Donald Hallee' 79, 2nd: John Francis Reilly; (English 4) Philip Robinson Goodwin.

Stanley Plummer Prizes: 1st: James Campbell Palmer '78, 2nd: Susan Carol Newhouse '78.

Goodwin French Prize: Kathleen Ellen Bourassa '79.

Eaton Leith French Prize: Michael David Popitz II '77.

The Old Broad Bay Prizes in Reading German: Christopher Martin Franceschelli '79, Mary Faith Pettingill '77, Steven Andrew Potter.

Philo Sherman Bennett Prize for Best Essay on Principles of Free Government: Michael Peter Rebic.

Jefferson Davis Award: Edward Francis Lawlor '77.

Fessenden Prize in Government: Philip Lawrence Gregory, Jr.

Sewall Greek Prize: John Gerard Mulrey '78.

Class of 1875 Prize in American History: Douglas Lawrence Kennedy.

Hannibal Hamlin Emery Latin Prize: Jane Roundy.

Sewall Latin Prize: Cheryl Ann Prince '78.

Edward Sanford Hammond Mathematics Prize: Richard Malcolm Crew.

Smyth Mathematical Prizes: Richard Malcolm Crew, Philo Clark Calhoun '77, Jeffrey Steven Solomon '78.

Sue Winchell Burnett Music Prize: Henry Joseph Butler.

Sumner I. Kimball Prize for Excellence in Natural Sciences: Erik William Pearson.

Edwin Herbert Hall Physics Prize: Theodore Joseph Morin III '78.

Noel C. Little Prize in Experimental Physics: Sprague Ackley.

Alfred O. Gross Award: Kenneth David Elowe '78, Althea Susan Wagman '77.

Fritz C. A. Koelln Research Fund Fellowship: Alan Franklin Corin.

Edward E. Langbein Summer Research Grant: Jane D. Lanphear.

Surdna Foundation Research Grant: Alan Marc Freedman.

Earle S. Thompson Administrative Interns: Laurence Putnam Larsen '77, Robert Francis White '77.

James Bowdoin Cup: Heather Williams '77.

Orren Chalmer Hormell Cup: Robert Clifton Mathews '78.

Roliston G. Woodbury Memorial Award: Karen L. Schroeder.

Leslie A. Claff Track Trophy: Richard Vincent Leavitt.

Francis S. Dane Baseball Trophy: Michael John Merolla.

William J. Fraser Basketball Trophy: Gregg Joseph Fasulo '78.

Winslow R. Howland Football Trophy: Richard Vincent Leavitt.

Elmer Longley Hutchinson Cup (Varsity Track): Thomas Earl Getchell.

Samuel A. Ladd Tennis Trophy: James Joseph Fitzpatrick III.

George Levine Memorial Soccer Trophy: David Bigelow Herter.

Robert B. Miller Trophy (Swimming): Steven Andrew Potter.

Hugh Munro, Jr., Memorial Trophy (Hockey): Mark Stephen O'Keefe.

Paul Nixon Basketball Trophy: James Stewart Small '77.

Wallace C. Philoon Trophy (Football): Patrick Leo Meehan '78.

William J. Reardon Memorial Football Trophy: William Merritt Clark.

Edward T. Reid Squash Trophy: John E. Ecklund, Jr.

Harry G. Shulman Hockey Trophy: Jeffrey Scott McCallum.

Lucy L. Shulman Trophy: D. Ellen Shuman.

Paul Tiemer, Jr., Men's Lacrosse Trophy: Kenneth Parton Hollis.

Abraham Goldberg Prize: David John Larsson.

Masque and Gown One-Act Play Prizes: *Playwright,* Landon Armistead Bowie; *director,* Jeffrey Laird Harding; *actress,* Anna Elise Walton '79.

Alice Merrill Mitchell Prize: Philip Robinson Goodwin.

George H. Quinby Award: Allison Brandes Conway '79, Tim Ruehl Walker '79.

Bowdoin Orient Prizes: Richard Paul Martel, Dennis Bernard O'Brien '78, Michael Joseph Tardiff '79, Jed West '78.

Ford Foundation Undergraduate Instructional Fellowships: *Fall semester 1975,* Gary Joseph Allegretta '77, Julián Edgardo Armstrong-Cintrón, Peter Michael Bing, Henry Joseph Butler, Alan Marc Freedman, Carl Russell Griffin III '77, Amanda Jane Henderson '77, Jane D. Lanphear, Stewart Eugene Pattison, Erik William Pearson, Edward Allen Pullen; *Spring semester 1976,* Sprague Ackely, Gary Joseph Allegretta '77, Robert John Allen, Carol Creighton Blackburn '77, Stephen Paul Maidman, William Fred Newhard '77, William Aurelius Owen III, Samuel Jeffrey Popkin '77, David Alan Rosen '77, David Francis Ruccio, Peter Arnold Stebinger, Christopher Moy Toy '77.

Surdna Foundation Undergraduate Research Fellowships: Gary Joseph Allegretta '77, Lee Stuart Cox '77, Arlene Weymouth Elowe '77, Torin Michael Finser '77, Carl Leonard Leinonen '77, Billy Berto Madison '77, William Fred Newhard '77, Laurie Sue Scheiner '77, Patricia Lee Simmons '77, Heather Williams '77.

The Pershing-Presnell Sword: Mark Kent Malconian.

The General Philoon Trophy: Steven Mark Alexander.

Reserve Officers' Training Corps Awards: Daniel Jeffrey Ahern '78, Steven

Mark Alexander, Michael Brett Buckley, Daniel Edgar Carpenter, William Joseph Connor, Jr. '78, Christopher Curtis Ferris '77, Mark Kent Malconian, Robert Vincent Peixotto '77, Edward Allen Pullen.

Distinguished Military Graduates: Michael Brett Buckley, Mark Kent Malconian.

Candidates for Armed Forces Commissions: Steven Mark Alexander (*Second Lieutenant, Regular Army of the United States*), Michael Brett Buckley (*Second Lieutenant, Regular Army of the United States*), Daniel Edgar Carpenter (*Second Lieutenant, United States Army Reserve, in July*), Mark Kent Malconian (*Second Lieutenant, Regular Army of the United States*), Edward Allen Pullen (*Second Lieutenant, United States Army Reserve*).

Alumni Organizations

ALUMNI ASSOCIATION

The Bowdoin College Alumni Association has as its purpose "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree, to those holding Bowdoin degrees, and to anyone elected to membership by the Executive Committee of the Alumni Council.

The officers of the Alumni Council are ex officio the officers of the Alumni Association. The Council Members-at-Large, Directors of the Alumni Fund, Faculty Member, Treasurer, Secretary of the Alumni Fund, and Alumni Secretary serve as the Executive Committee of the Council and the Association.

ALUMNI COUNCIL

Officers: Willard H. Cobb, Jr. '47, president; Norman C. Nicholson, Jr. '56, vice president; Louis B. Briasco '69, secretary and treasurer.

Members-at-Large: Term expires in 1977: Wesley E. Bevins, Jr. '40, Willard H. Cobb, Jr. '47, Lloyd E. Willey '56, Frank M. Drigotas, Jr. '64. Term expires in 1978: Richard A. Morrell '50, David M. McGoldrick '53, Norman C. Nicholson, Jr. '56, John D. Delahanty '70. Term expires in 1979: Robert F. McGrath '52, Payson S. Perkins '57, Samuel A. Ladd III '63, Susan D. Jacobson '71. Term expires in 1980: David R. Anderson '55, Joseph F. Carey '44, Keith W. Harrison '51, Sanford R. Sistare '50.

Other members of the Council are the editor of the *Bowdoin Alumnus,* a representative of the faculty, representatives of recognized alumni clubs, and three undergraduates.

ALUMNI FUND

One of the principal sources of endowment and income has been the alumni. The Alumni Fund, inaugurated in 1869 and reorganized in 1919, has contributed $9,423,460 for the current purposes and capital needs of the College through June 1976.

Officers: Norman P. Cohen '56, chairman; David C. Wollstadt '63, vice chairman; Robert M. Cross '45, secretary.

Directors: Norman P. Cohen '56 (term expires in 1977), David C. Wollstadt '63 (term expires in 1978), Lendall B. Knight '41 (term expires in 1979), Robert M. Farquharson '64 (term expires in 1980), Walter S. Donahue, Jr. '44 (term expires in 1981).

ALUMNI COUNCIL AWARDS

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the person who, in the opinion of alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipient in 1976 was Samuel A. Ladd, Jr. '29.

Alumni Award for Faculty and Staff: Established by the Alumni Council in 1963, it is presented each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni." The award is made at the annual Alumni Day Luncheon in the fall and consists of a Bowdoin clock and a framed citation.

The recipient in 1976 was Philip C. Beam.

Distinguished Bowdoin Educator Award: Established in 1964 to recognize outstanding achievement in education by a Bowdoin alumnus in any field and at any level of education, except alumni who are members of the Bowdoin faculty and staff, the award consists of a framed citation and $500.

The recipient in 1976 was Nathan W. Watson '35.

ALUMNI FUND AWARDS

Alumni Fund Cup: Awarded annually since 1932, it is given to the class with the highest performance score, which is based on participation and percentage of dollar goal achieved. The award is presented in the fall.

The recipient in 1975 was the Class of 1925, Paul Sibley, agent.

Class of 1916 Bowl: Presented to the College by the Class of 1916 in 1959, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 1975 was the Class of 1935, Alfred G. Dixon, agent.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 1975 was the Class of 1969, Louis B. Briasco, agent.

Edwards Trophy: Awarded annually to that one of the ten youngest classes attaining the highest percentage of its dollar goal, this trophy honors the memory of Robert Seaver Edwards '00.

The recipient in 1975 was the Class of 1970, John B. Cole, agent.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class graduating more than

fifty-five years ago which finishes with the highest performance score, based on both participation and percentage of dollar goal achieved.

The recipient in 1975 was the Class of 1914, Earle S. Thompson, agent.

BOWDOIN ALUMNUS

Published five times a year at the College, the *Bowdoin Alumnus* is the magazine of the Bowdoin Alumni Association and is sent without charge to all alumni. It contains articles and news items relating to events at the College as well as news of alumni, alumni clubs, and Alumni Council activities. Established in 1927, it is currently edited by David F. Huntington, of the Class of 1967.

SOCIETY OF BOWDOIN WOMEN

The Society of Bowdoin Women was formed in 1922. Its purpose is to provide "an organization in which women with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College in every possible way."

The society has made specific gifts to the College, such as silver and china for the president's house. In 1961 it established the Edith Lansing Koon Sills Lecture Fund, honoring Mrs. Kenneth C. M. Sills, wife of a former president of the College, and in 1971, following the decision to admit women undergraduates, the society created a scholarship fund restricted to qualified women students. Contributions have also been made to the Elisabeth Clark Wilder Scholarship Fund in memory of Mrs. Philip S. Wilder, a former president and longtime member of the society. For the past two years it has sponsored a career seminar for women.

Membership is open to any interested woman by the payment of annual dues of $2.00. There are nearly seven hundred members in the society, and it is their interest, together with their dues and contributions, which makes possible the society's program.

Officers: Mrs. Phineas Sprague, president; Mrs. Peter T. C. Bramhall, vice president; Mrs. Athern P. Daggett, vice president at large; Mrs. Robert C. Shepherd, secretary; Mrs. Robert H. Millar, treasurer; Mrs. Charles A. Cohen, assistant treasurer; Mrs. Payson S. Perkins, hospitality chairman; Mrs. Peter T. Foss, assistant hospitality chairman; Mrs. Joseph A. Ginn, membership committee chairman; and Mrs. William M. Moody, nominating committee chairman.

BOWDOIN FAMILY ASSOCIATION

Originally organized in 1946 as the Bowdoin Fathers Association, this organization has recently been renamed the Bowdoin Family Association and has as its purpose "to contribute to the development and perpetuation of the spirit which has made Bowdoin the college that it is."

Since 1950 the association has given a prematriculation scholarship, usually equal to tuition, to be awarded to a deserving candidate from outside New England. In 1962 the association established an annual grant to be awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work.

An annual meeting is held in October in conjunction with Parents' Weekend, which owes its success largely to the efforts of the Bowdoin Family Association. All parents of Bowdoin undergraduates, as well as parents of alumni who continue to demonstrate an interest in the College, are automatically members of the association. There are no membership dues, but a solicitation of parents is undertaken each year by the association on behalf of the Bowdoin Parents' Fund to finance the work of the organization.

Officers: Sumner T. Bernstein, president; Mrs. Lee D. Gillespie, vice president, programs; E. Miles Herter, vice president, Parents' Fund; Robert P. Lampert, secretary-treasurer.

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